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ABSTRACT

The 33 activities in this book reinforce the rules of written English by providing students with practice in editing a variety of formats. The activities help students develop a basic understanding of the rules of grammar and mechanics (generally taught in grades 4-5) in context and exercise their critical thinking abilities by identifying content errors in a writing sample and accompanying illustration and caption. Each activity contains at least one content error and five to eight errors in spelling, mechanics, and grammar. The book presents suggestions for using the activities, an editing checklist to aid in the editing task, and a scope and sequence guide that gives teachers an overview of the types of errors include in each writing sample. The answer key lists corrections for each activity. A guide to grammar, usage, and punctuation that cover the skills used in the book is attached.
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EDITOR IN CHIEF

GRAMMAR DISASTERS AND PUNCTUATION FAUX PAS

Created by Michael Baker

Written by Cheryl Block, Linda Borla, Gaeir Dietrich
& Margaret Hockett

Critical Thinking Press & Software

BOOK A-1

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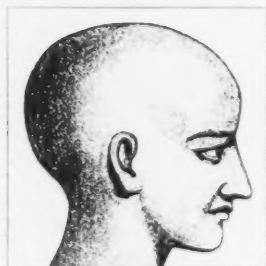
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TO THE TEACHER

Objective

Editor in Chief reinforces the rules of written English by providing the student with practice in editing a variety of formats. Students develop a basic understanding of the rules of grammar and mechanics in context and exercise their critical thinking abilities by identifying content errors. Book A covers the skills generally taught in grades 4–5, Book B covers those taught in grades 6–7, and Book C covers skills for grades 8 and up.

Rationale

The key difference between *Editor in Chief* and most grammar series is the focus on editing in context. The grammatical and mechanical errors inserted into the activities are based on general instructional guidelines for specific grade levels; the content level, however, remains ungraded, allowing usage of these materials at many instructional levels. Styles and content are varied to sustain interest and broaden the student's exposure to different writing formats such as letters, advertisements, and dialogue. The illustrations integrated into the context of the activities further spark student interest. The editing skills developed can be applied to the student's own writing.

Activity

Each activity consists of at least 1 content error (a discrepancy between the illustration/caption and the writing sample) and 5–8 errors in spelling, mechanics, and grammar. The student is asked to identify these errors and make the appropriate corrections. An editing checklist, included on page vii of this book, may be used by the student to aid in the editing task. Most corrections involve the insertion, modification, or deletion of punctuation marks, capitals, and single

words within the text. Each writing sample is based on an accompanying illustration and caption. Information in the illustration and caption are correct. The student may insert corrections and recopy the corrected article on the lines provided. Activities are sequenced according to the type, number, and level of errors included and the complexity of the subject matter.

Using the Answer Key

The answer key on page 34 lists corrections for each article. Each numbered error correction is followed by a shorthand explanation of the error type (more information on specific rules can be found in the Grammar Guide on page 50). The teacher may choose to provide students with the number and type of errors prior to editing. In some instances, a student may be able to correct an error in more than one way. The answer key gives some obvious choices, but the teacher may choose to accept other answers that make sense and are grammatically and mechanically correct.

Teaching Suggestions

Editor in Chief can be used as an individual or group activity for instruction, reinforcement, practice, and assessment of English grammar and mechanics. When introducing a new rule, one article can serve as an instructional example and a second as an assessment of students' independent understanding. This book provides an excellent tool for authentic assessment of students' knowledge of grammar and mechanics. The Scope and Sequence on page vi gives teachers an overview of the types of errors included in each article, enabling them to more easily individualize lessons.

Suggested Uses for *Editor in Chief*

Regular Usage

- Group instruction—EIC format is ideal for overhead projector.
- Cooperative Learning—Students edit and exchange work to proofread.
- Homework—Individual activities can follow class instruction.

Extension Activities

- Students write their own paragraphs for editing.
- EIC fosters class discussion of writing errors and how to avoid them.
- Checklist can be used to transfer editing skills to other writing activities.

Sources and Standards

In preparing this manuscript, we used the following references as standards for spelling, grammar, punctuation, and usage:

The American Heritage Dictionary, 3rd ed. (Boston: Houghton Mifflin Company, 1993).

The Chicago Manual of Style, 13th ed. (Chicago: The University of Chicago Press, 1982).

The Merriam-Webster Concise Handbook for Writers (Springfield, Mass.: Merriam-Webster Inc, 1991).

The Merriam-Webster Dictionary of English Usage (Springfield, Mass.: Merriam-Webster Inc, 1989).

The New York Public Library Writer's Guide to Style and Usage (New York: HarperCollins Publishers, Inc., 1994).

Warriner's English Grammar and Composition: Complete Course, Liberty Edition (Orlando: Harcourt Brace Jovanovich, 1986).

[illegible]

Editor in Chief — Editing Checklist

INSTRUCTIONS

The following list gives hints to help you find errors when editing a paragraph. A word may be misspelled or used incorrectly. Punctuation and capitals may need to be inserted or removed. The caption and picture are always correct, but mistakes have been made in the story. You need to read carefully as you look for errors.

CAPITALIZATION Are the correct words capitalized? Do other words need capitals?		CONTENT Does the information in the paragraph match the caption and illustration?	
GRAMMAR & USAGE		PUNCTUATION	
Adjective or Adverb: What kind of word does it modify? Is the correct form used?		Apostrophe: Is the word a contraction? Is the word a plural or possessive? Is the apostrophe in the right place?	
Agreement: Does the verb agree with the subject? Does the pronoun agree with the noun it replaces?		Comma: Is it needed to separate words, dates, or phrases?	
Articles: Do you use "a" or "an"?		Exclamation mark: Is it used correctly?	
Pronoun: Is it used as a subject or an object? Is the correct form used? Is it in the right place?		Period: Is it needed for a sentence or an abbreviation?	
Unnecessary words: Does a word need to be removed?		Run-on sentence: Should this be more than one sentence?	
Verb tense: Is the correct form used? Is a helping verb needed?		Sentence fragment: Is this a complete sentence?	
Word pairs that are easily confused: Is the correct word used?		Question mark: Is the sentence or quotation a question?	
SPELLING Are the words spelled correctly? Is the plural form correct?		Quotation marks: Are they in pairs? Do they surround a direct quotation? Are other punctuation marks placed correctly inside or outside the quotation marks?	

1. Giant Panda

The black and white panda bear is not really a bear. Some scientists believe it may be related to raccoons. The panda bear is more properly called a giant panda. giant pandas live in China and Japan. Pandas ate twelve pounds of bamboo and other plants every day! They have an extra thumb for grasping things. Giant pandas they are so rare that China has passed laws to protect them.



Giant Panda

Weight: 200–300 lb.

Main diet: bamboo

Daily food intake: 20 lb.

Habitat: forests of China and Tibet

Special feature: extra thumb

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

2. Vultures

Vulture are birds of prey that hunt dead animals. They will eat small rodents or larger animals such as deers. Vultures aren't no good at hunting live prey. They have hooked beaks and sharp claws. Vultures do have very good eyes and a good sense of smell. They sore in flocks and can find dead animals from far away.



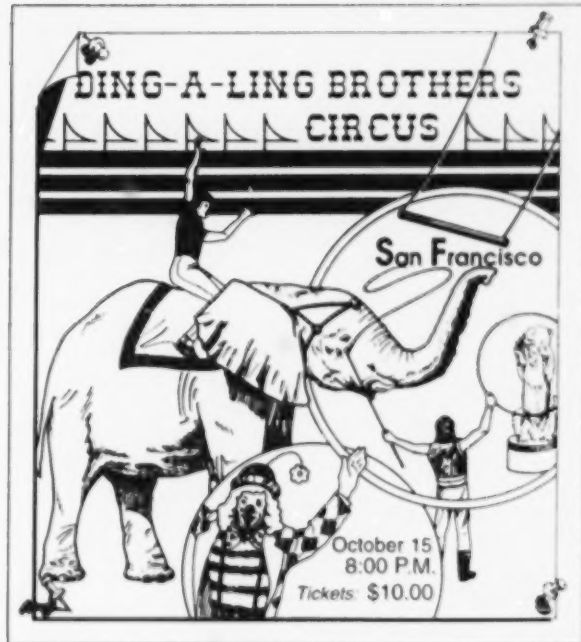
Characteristics of the Vulture

- Good eyesight
- Good sense of smell
- Hooked beak
- Blunt claws

Find the 5 errors in this activity. There are no errors in the illustration or the caption.

3. Circus

Were not clowning around. The circus is coming to town. Ring-A-Ding Brothers Circus will be in San Diego on October 15. Exciting acts include lion tamers trapeze artists, and clowns. Tickets cost \$10.00. Don't miss out on the fun. By yours tickets today!



Posters all over town announce that the Ding-A-Ling Brothers Circus is coming to San Francisco.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

4. Balloon Adventure

A close call was shown on the monday evening news as balloonists gave tours at the Stratosphere Glider Festival. The outing was almost a disaster for sightseer John Ito as he took off in balloon twenty. His pilot fell out! John had to land the baloon himself. The unhurt pilot later congratulated John. "This hardly never happens to we balloonists," said the pilot.

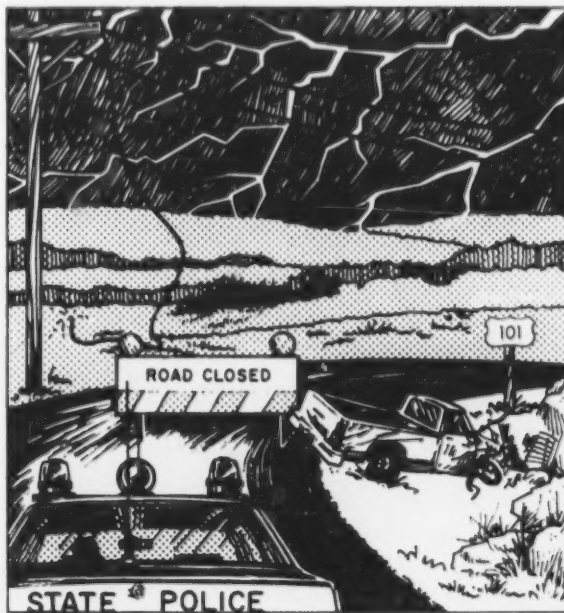


Disaster turned to relief at the Stratosphere Balloon Festival. From the ground, pilots instructed John Ito in landing balloon number 2.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

5. Stormy Weather

Strong winds and a bolt of lightning knocked loose a power line over Highway 111 last night and the live wire sparked and jumped wildly and a car crashed into a rock. Police closed the highway and reroute traffic. Officer Barker later exclaimed, The weather can make it a tough job for my rookies and I!"

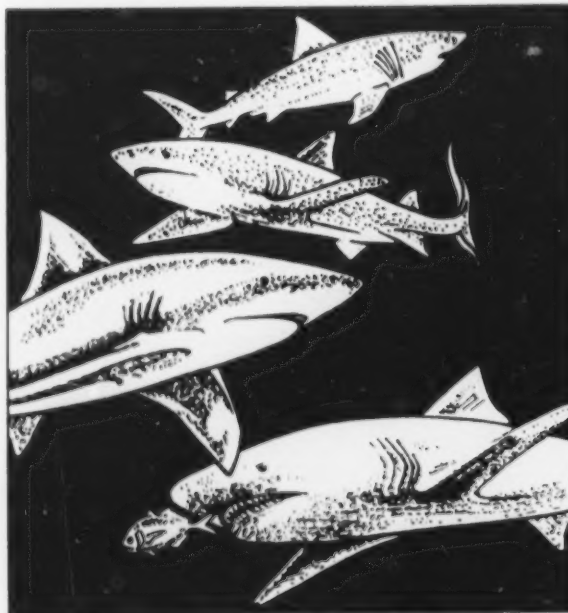


Police were kept busy last night after a power line fell across Highway 101.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

6. Sharks

Sharks are the prey of the water. They can be found in all the worlds oceans and also in some lakes and rivers? Sharks prefer warm water but are found as far north as alaska. Many sharks bear live young. Other sharks lay eggs. They sit the eggs on the ocean floor in special nursery areas where adult sharks do feed.



Sharks are powerful predators. One shark feeding will often attract others. To protect their young, egg-laying sharks deposit their eggs in an area where adult sharks do not feed.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

7. Black Widow—Beware!

Be careful when cleaning out your garage. You may find a unwelcome guest! The black widow spider often hides in dark corners of barns, sheds, and garages. The bite of a female black widow is poisonous and caused illness and severe pain. You can identify the female black widow by the bright red or yellow hourglass marking on his back. The male black widow is smallest and has red marks along the sides of his abdomen. The female may bite if you disturb her. The gooddest idea is to look before you move anything.

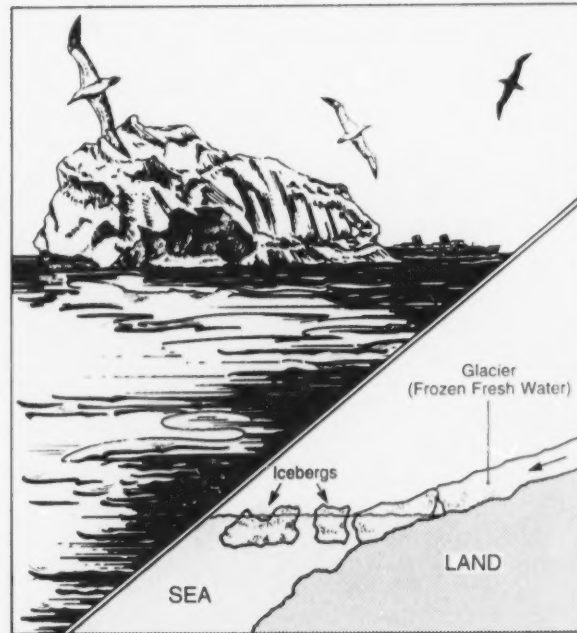


The female black widow spider has a shiny black body with a red or yellow hourglass marking on the underside of her abdomen.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

8. Icebergs

Icebergs are like floating hills formed from frozen salt water. They can be many miles long and hundreds of foot high. Only a small part of an iceberg shows because most of it lays underneath the land. The ice melted when the sun shines. Water collects in pools on top of the iceberg. Sailors of long ago collected fresh water falling from the icebergs.



Huge chunks of glaciers sometimes break off and fall into the sea to become icebergs.

Find the 5 errors in this activity. There are no errors in the illustration or the caption.

9. Missing Boa!

Amanda's pet-sitting business was going well she was now taking care of two dogs, one cat, and several gerbils. It didn't seem to be a problem when Jose asked her to watch his cobra, Fred. Fred was two feet in length and spotted. "I and Fred will get along just fine" she said. Fred curled up in the corner of his tank and went to sleep. Amanda found the tank lid off the next morning when she got up. Fred had went. Also, there seemed to be fewer gerbils in the next cage.

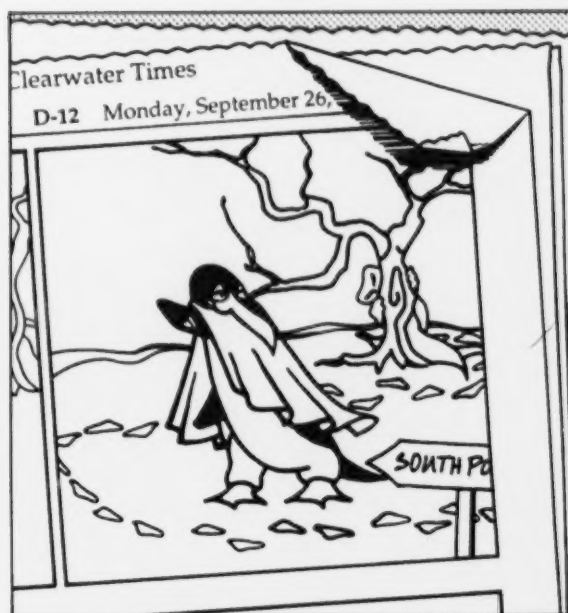


Amanda has tacked up a poster to advertise for Jose's missing snake.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

10. Detective Byrd

"I just know that Byrd would find Doctor Waller this week Megan!" Mark Bernowski said to his wife. He grabbed the Sunday paper and turned to the comics. The new episode of Detective Byrd appeared on page D-12. Mark and Megan enjoyed reading about the penguin who was following Dr. Waller's kidnapper to the North Pole. They were disappointed to find that the strip ended with Byrd checking footprints. Then they noticed the tree. "Watch out" they both exclaimed.

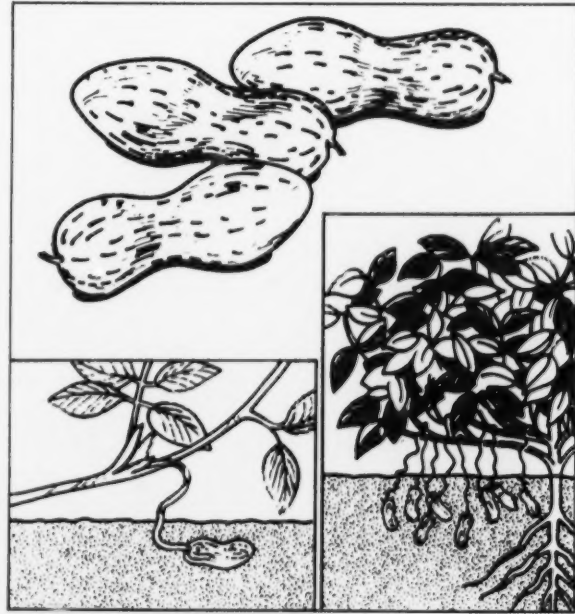


In today's episode, Detective Byrd tracks Dr. Waller's kidnapper. It seems that the kidnapper is taking Dr. Waller to the earth's southernmost point.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

11. The Peanut Plant

Did you know that the peanut is not a nut at all. Peanuts are the root of peanut plants. They are actually a type of pea. Peanuts are different from other fruits because peanuts grow underground. Peanuts' grow from flower blossoms that are above ground. So how do the peanuts get underground? A small stalk grows from the base of the flower after the flower petals fall off. This stalks grows down into the soil the peanut shell forms at the end of the stalk.

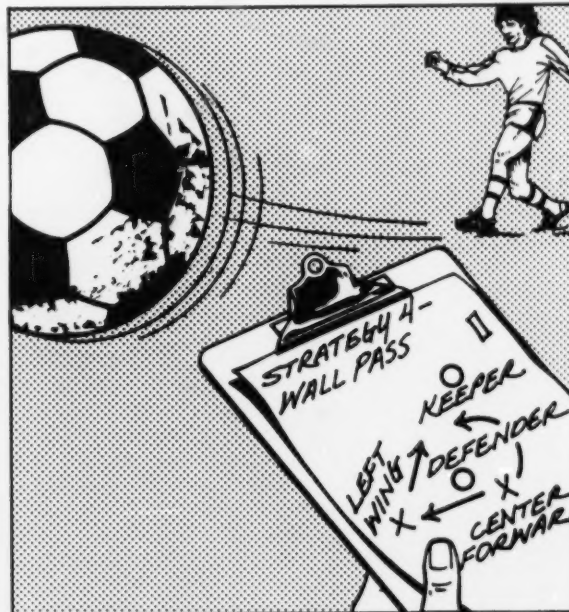


Peanuts are the fruit of peanut plants. Peanuts are related to peas and beans (legumes), and the shells are actually pea pods!

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

12. Soccer Game

We were in the middle of the last game of the season at Mt View field. We had plan to try wall pass strategy 4 to score. I was playing center forward and would pass to the right wing and then I would run forward around the defender, and the wing would pass the ball back to me for the goal shot. The problem was that the halfback's pass was too high for me to kick. Could I head the ball far enough to reach mine wing. Id never tried a header in a game before. There wasn't no time left to think.



In the middle of the last game of the season at Mt. View field, the halfback passes the ball to the center forward, setting up the wall pass. The kick is too high, and the forward will have to head the ball.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

13. The *Titanic*

The british ocean liner *Titanic* was a real large ship that designed to be unsinkable. The *Titantic* made its first voyage in 1912. It was scheduled to sail from England to New York City. The *Titanic* was about 1600 miles from New York City when it ran into an iceberg. This here collision made a gash 300 feet long in the ship's hull. The *Titanic* gone down. The worse part was that there were not enough lifeboats for everyone on board. About 500 people died.

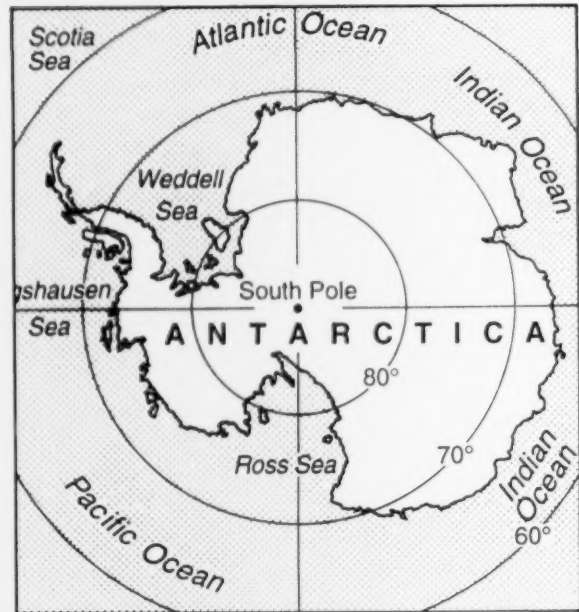


The *Titanic*, thought to be the safest ship afloat, sank on its first voyage, killing about 1500 people.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

14. Antarctica

The South Pole lays on the continent of Antarctica at a latitude of 80° south. The continent itself is surrounded by four seas and four oceans. The land has sunk below sea level because of an heavily sheet of ice covering the continent. The land would rise if we could take the ice off! We might get frostbitten while watching it because the antarctic temperatures often sink to -90° Fahrenheit!

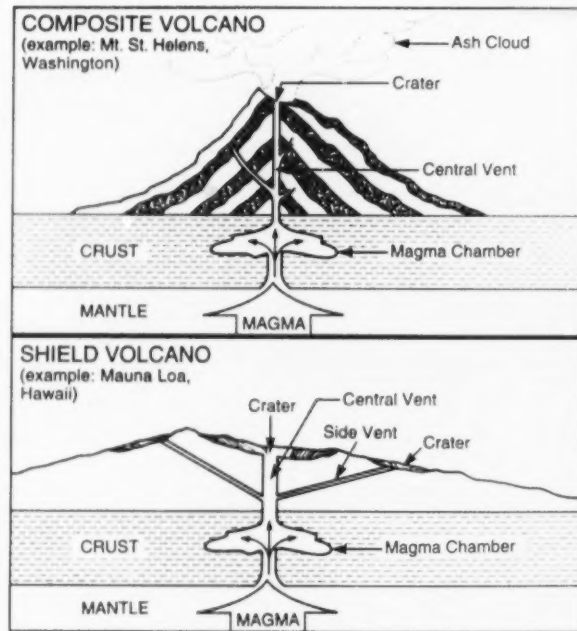


Lying in the Southern Hemisphere, the continent of Antarctica is surrounded by water. Most of the continent lies south of the 70° south latitude line.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

15. Volcanoes: Shield or Composite?

There is more than one type of volcano. Volcanoes are identified by their shapes and the materials from which they are made. Mount St Helens is a shield volcano. A volcano of these type is made from the lava and debris of repeated eruptions. Alternating layers of lava and ash build up to form the classic volcano shaped like a cone. Mauna Loa is an shield volcano. Lava flows from one vent to form a low mountain. Most shield volcanos have many craters on their summits.



Composite volcanoes are steep-sided with one main crater. Shield volcanoes form low, dome-shaped mountains. Most have several craters.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

16. Earthworms

Earthworms are simple plants that burrow in moist soil. They improves the soil for plants by eating and breaking down decaying matter. They're burrowing also helps plants by loosening the soil and allowing an greater flow of oxygen. Earthworms do not have lungs or gills. They breathe oxygen. through their skins. This is why you often see they come into the ground after heavy rain. They would drown in the soggy soil!

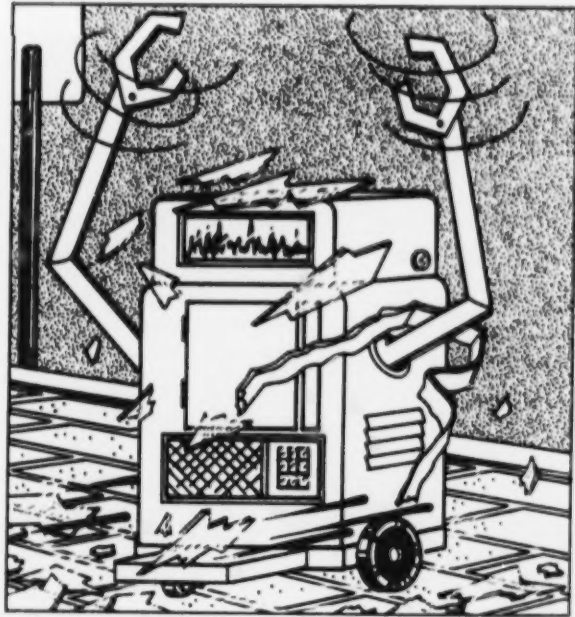


Earthworms are oxygen-breathing animals. They come out of the ground when it fills with water.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

17. Runaway Robot

Paul built a robot called Simon. It was a fair complex machine made with bits and peices found in the computer lab dumpster. Paul even installed a microchip in the front panel. To enable Simon to respond to a large vocabulary of voice commands. He took Simon home and leaves he in the entryway. He ran and yelled to his sister something about making a new breakthrough with his robot. Suddenly, Paul heard a crash and the sound of breaking glass. Can you guess what happened. Paul ran back and saw that Simon had learned a new word very well!

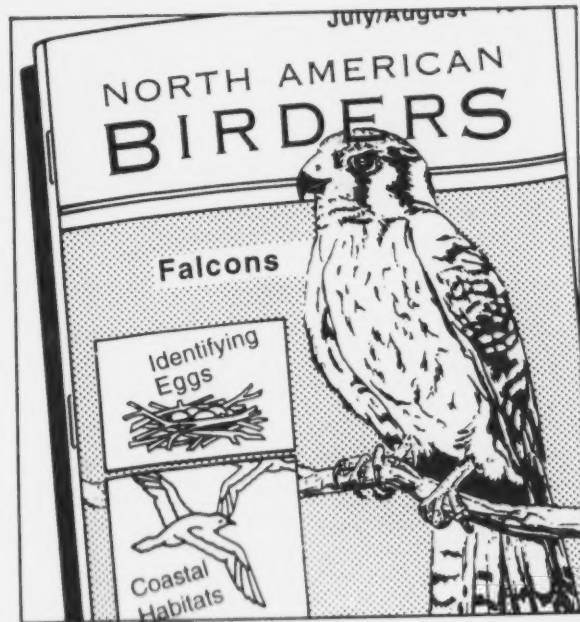


Simon the Robot tried to obey his master when he heard the word "breakthrough." Unfortunately, the voice-activated microchip in his rear panel was damaged when he crashed through the doors.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

18. The Kestrel

North American Birders magazine did a big article on falcons in its summer issue. The article talked about the smallest falcons and the faster falcons. The American kestrel is the smallest hawk in america. Its only 2 inches long. The peregrine falcon measures about 18 inches and the fastest bird. It reaches speeds up to 180 mp.h. when it dives. The peregrine falcon uses it's great speed to hunt other birds. The smaller and slower American kestrel eats grasshoppers, beetles, and rodents. The magazine used the European kestrel as its cover bird for this issue.



Our cover bird this issue, the American kestrel, is also known as a sparrow hawk. The name is misleading because the kestrel is a falcon, not a hawk.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

19. The Cobra

486 Old Post Lane
Houston, Texas 77000
August 31, 1980

Dear Birgitta,

I can tell from your questions that you have did some research on the cobra. Yes a cobra is a poisonous snake. It flattens its neck when excited and make its back look like a hood. A cobra lifts up the front of it's body when it attacks. Some cobras bite their prey with poisonous fangs Other cobras squirt venom in their prey's nose. The cobra's worst enemy is the moose.

I hope this answers your questions!
Have a safe and enjoyable trip.

Sincerely
Mahesh

**The Cobra**

Poisoning methods: bites prey with fangs or squirts venom in their eyes

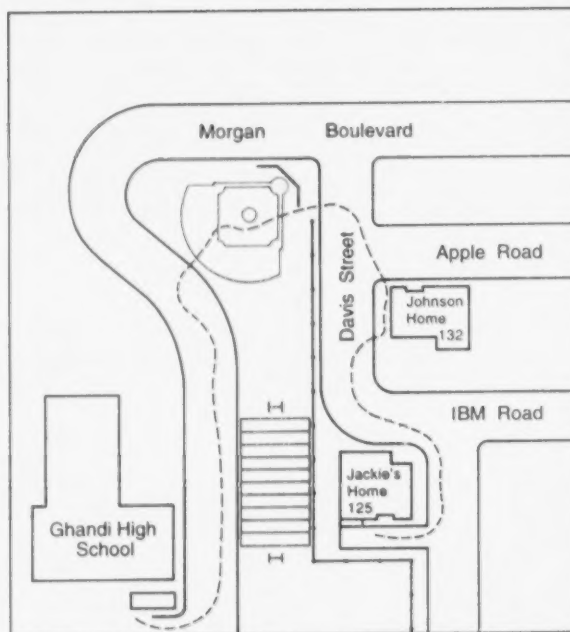
Enemy: mongoose

Prey: frogs, fish, birds, small mammals

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

20. Biking Home

On July 8 1992 Jackie rode her bicycle home from Ghandi High School on Morgan Boulevard. She took a shortcut across the football field. She passed Apricot Road and stopped at Jamal Johnson's house to see if Jamal had the homework assignment for math. No one was home. She wondered where Jamal and his family were. Jackie made it home just in time for dinner at 125 Davis Street Porterstown, California.



Jackie's route home from school on July 8 included a shortcut across the baseball field and a stop at her friend Jamal's house.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

21. Earth's Seasons

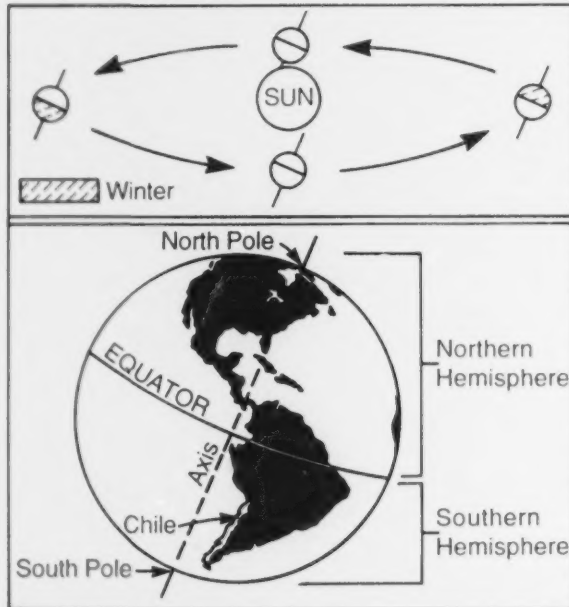
101 Howser St.
Helena, Montana 59608
July 2, 1985

Dear Sofia

I hope you are enjoying the winter in Chile. Yesterday, Mrs. James learned us about the cause of the seasons. The Earth tilts on its axis as it goes around the planet. The Northern Hemisphere has summer when its pole leans toward the sun. The Southern Hemisphere it has summer when the South pole leans toward the sun.

I can't wait to visit you! I will only be there from New year's Day to January fifteenth. I look forward to the winter in Chile!

Your friend
Olaf



Because the Earth tilts on its axis, the northern and southern hemispheres receive different amounts of sunlight throughout the year. A hemisphere receives the greatest amount of sunlight when it tilts toward the sun.

Find the 9 errors in this activity. There are no errors in the illustration or the caption.

22. Platypus

All mammals have hair. And provide milk for there young. The platypus is a Australian mammal. It has webbed feet, strong claws a bill that looks like a duck's bill, and a tail shaped like a beaver's. The platypus was discovered in 1796. The first dried skin was sent from London in 1799. The scientists in London thought that someone had tried to fool them by attaching the bill of a duck to a mammal. It are probably a good thing that scientists didn't know for another 15 years that the platypus lays eggs. That would have really confused them!

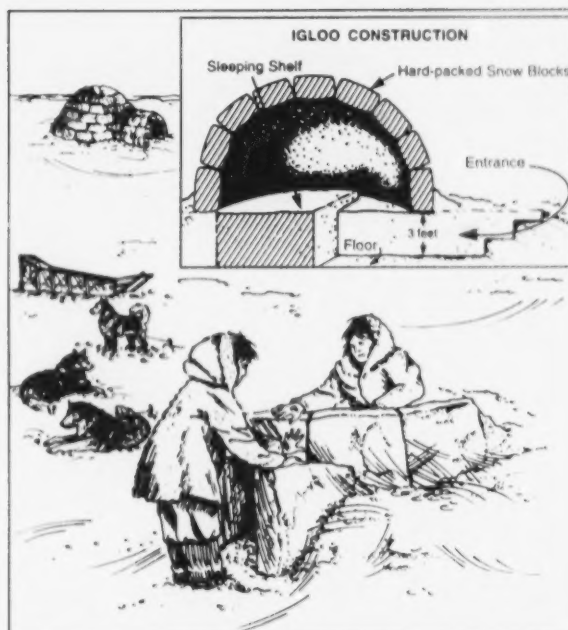


The platypus lives along streams and lakes. The first specimen, a dried skin, was sent from Australia to London in 1799. In 1884, scientists discovered that the platypus lays eggs.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

23. Igloos

"Mrs. Henson I'd like to know more about igloos", Ling said. The instructor replied "Well some igloos were made of canvas or animal skins. Many others were made of snow. Early Canadians would make domes out of blocks of loose snow. They would leave an entrance that was six feet tall. Yes, their houses were made of colder stuff than our are!"



Hard-packed snow was cut into blocks 2–3 feet long and 1–2 feet wide and was fitted into a dome shape. Making the entrance to the igloo only 3 feet high helped keep out the cold.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

24. Travel Slides

Several of Juanita's friends had been on vacation. She used a projector to show her friend's slides as they pointed out the various landmarks. Some of the slides fell out as she lifted the tray. "Oh no!" cried Juanita. "I don't have a list of the slides!" Then she remembered to use the numbers on the slides to put them back in order, Juanita decided her friends must first visited our nation's capital city. Then they went to France. Then they went to Egypt. Finally, they visited Mt. Rushmore South Dakota before going home.



When the slides fell out, they landed on the table in the order shown above.

Top left: Mt. Rushmore National Memorial in the Black Hills of South Dakota

Top right: Sights in Washington, D.C.

Bottom left: Egyptian pyramids

Bottom right: The French Eiffel Tower

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

25. Finding Fingerprints

Police use criminals fingerprints to help capture them. A visible fingerprint a mark made by touching a surface with dirty fingers or leaving an impression in a soft material such as clay or dust. Detecting invisible fingerprints is most difficult than detecting visible ones. Invisible prints are left by the oils in you're skin. When you touch a hard surface. The fingerprints are revealed when the soft surface or object is dusted with a grey or black powder. Powders are used to lift fingerprints from soft surfaces such as cloth or paper.

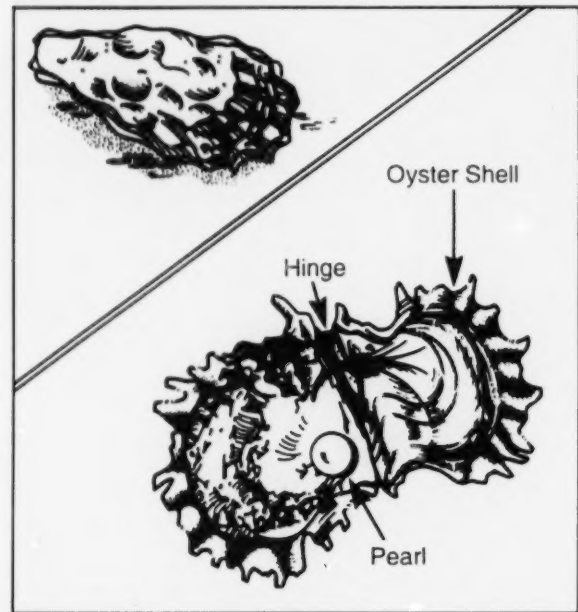


A grey or black powder is used to dust hard surfaces for fingerprints. Chemicals are used on soft surfaces.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

26. How Oysters Form Pearls

Pearls are not formed in the earth. As are most precious gems. They are formed in oysters. Sand or another substance sometimes gets outside the shell and irritates the oysters' soft body. The clam gradually covers the irritating substance with many glossy layers of nacre. It takes several years for a pearl to form. A Japanese man developed a way for humans to have most control than before over pearl production. Workers place a bead inside an oyster. The oyster then covers this bead with nacre to produce a cultured pearl.



When an irritating substance (sand, a piece of shell, etc.) gets inside the soft body of an oyster, the oyster covers the substance with layers of nacre and forms a pearl.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

27. Mystery Mansion

FOR SALE

Grab the Mystery Mansion before it vanishes! It was built in 1900 by smuggler Jay Jules. He built the house so good that one of the original tunnels is still standing. It connects the library to the kitchen of the servants' house. On April 1 1895, Jules used another passageway to escape with wealthy mens jewels and avoid prosecution. Today, you can amaze your friends by using the hidden stairs to disappear suddenly. Moveable chutes will allow you to escape danger quick.



Built in 1890, this three-story mansion is filled with history and a few surprises. The Mystery Mansion is a steal at \$1 million.*

* Includes any treasure found on site.

Find the 6 errors in this activity. There are no errors in the illustration or the caption.

28. Pangolins

102 Globe Street
 Seattle Washington 98082
 november 13, 1994

Dear Professor Grover

Indonesia was great fun for me and Fai! You can see from my sketch how unusual the Indonesian animals are. Pangolins have hairy scales and roll themselves into tight balls for protection. A pangolin can rip open termite's nests with its claws and catch ants and termites with its long, sticky fingers!

This location isn't bad for a classroom.
 We still like your better.

Sincerely,
 Leroy Davis



Leroy sent Professor Grover this sketch of the pangolin. The pangolin has

- Sharp claws for digging
- Long, sticky tongue
- No teeth
- Overlapping, horny scales

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

29. Triathlete

Christine has been competing in womens' triathlons for three years. A triathlete must swim, bike, and run in the same race. Christine has always done very well in the biking and running portions of the competition. She decided to work more on my swimming she said, "I and my coach will trained hard to improve my swimming before the next race. I think I have a good chance to win if I can get out of the water in the top five." Christine she came out of the water in third place in the August 1 Haitian race and held on to third through the bike race. She turned in her goodest time ever in the run and finished tenth overall!



Christine ran a personal best to finish first in the Hawaiian Steelwoman Triathlon on August 1.

Find the 9 errors in this activity. There are no errors in the illustration or the caption.

30. Wakeboarding

We got a great photo of our ski trip! It shows Annie trying out the wakeboard in June. She got up for the first time and yelled, "This is like water-skiing and surfing. All in one. Its fun!" Suddenly, the board slipped out from under her. She was so scared to let go of the circular handle. It was yanked from her hand as she plunged into the water head first. The resulting bruises were worse than the ones she got while skiing last year. "Ill know when to leave go next time," she said.



We went water-skiing and wakeboarding on our ski trip near Schuyler's Marina, July 7. Annie used Emilio's new fiberglass wakeboard and Bob's triangular handle.

Find the 9 errors in this activity. There are no errors in the illustration or the caption.

31. Pearl Divers

There was a time when all precious pearls from Japan were collected by pearl divers. Most of these divers were girls or women who dove down to the ocean floor and collected oyster shells in nets. The oysters were then unloaded into woven tubs. These divers wore protective clothing and snorkels. Divers were learned to hold their breath while diving underwater. A skillful diver could go as deep as 150 feet.



Pearl Divers

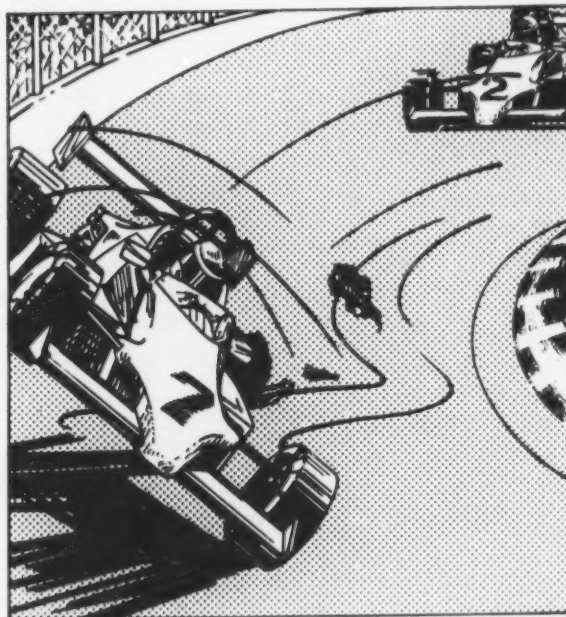
Equipment: Wooden tubs, large nets, facemasks, protective clothing

Diving abilities: Depths of 100 feet, up to 2 1/2 minutes underwater.

Find the 7 errors in this activity. There are no errors in the illustration or the caption.

32. The Race

Seven was an unlucky number at the speedway last night. Mrs. Angel Hernandez was leading the race in car number ten when her car's rear tire blew out. She lost control of the car and swerved toward the barrier on her left. She jerked hard to the left trying to regain control. The car rolled several times as the emergency medical team ran to assist her. "I'm okay!" Angel yelled. "Can I get back in the race?" she asked.

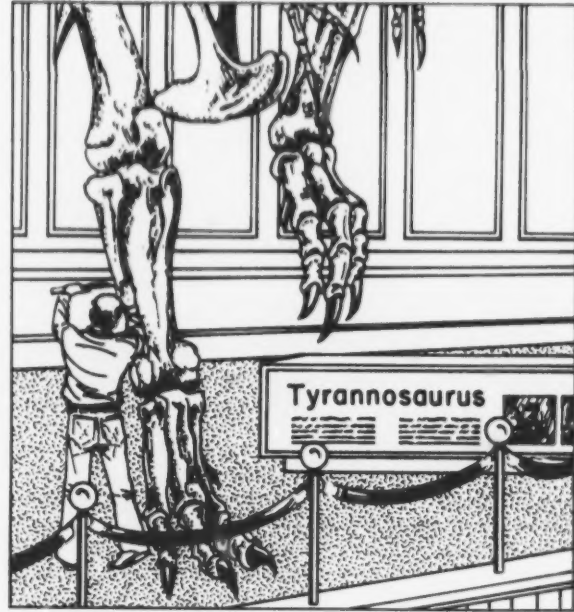


Car number 7 starts to roll after striking the outside barrier.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

33. Dinosaur Bones

"Sometimes," said Dr. Steedman, "it can take years to construct an exhibit." "Wow"! said Lilla as she watched Dr. Stedman work on a Brontosaurus skeleton. "First we have to clean and repair the bones," he says. "Do you mean you glue broken ones back together," asked Lilla. "Yes then we make plaster replacements for any bones that are miss," he replied. "We have to put steel rods inside the bones so they don't collapse" he added. "It seems like doing a jigsaw puzzle," said Lilla. "That's true," he said. "It's like doing the biggest puzzle in the world."



Dr. Stedman puts the finishing touches on a dinosaur exhibit.

Find the 8 errors in this activity. There are no errors in the illustration or the caption.

ANSWERS

This answer key provides the following information for each activity: the number and types of errors, a paragraph using superscribed numbers to show the locations of the errors, a corresponding number key explaining the errors, and the corrected paragraph.

Note that in the error count below, a run-on sentence or a sentence fragment is counted as one error even though the

correction may require two changes, e.g., adding or deleting a period and a capital letter.

The errors in English mechanics in *Editor in Chief A-1* have been geared to correspond to a beginning-level English curriculum. For further information about the rules of grammar, usage, and punctuation covered in this book, see the *Guide* pp. 50–60.

1. Giant Panda

7 errors—2 content; 1 capitalization; 3 grammar; 1 spelling

Giant Panda Errors

The black and white panda bear is not really a bear. Some scientists believe it may be related to raccoons. The panda bare¹ is more properly called a giant panda. giant² pandas live in China and Japan³. Pandas ate⁴ twelve⁵ pounds of bamboo and other plants every day! Them⁶ have an extra thumb for grasping things. Giant pandas they⁷ are so rare that China has passed laws to protect them.

1. *bear*—Spelling
2. *Giant*—Capital: first word of sentence
3. *Tibet*—Content: see *Habitat* in caption
4. Pandas *eat*—Grammar: present tense verb
5. *twenty*—Content: see Daily food intake in caption
6. *They* have—Grammar: pronoun used as subject
7. pandas *they* are—Grammar: noun or pronoun (not both) as subject (Acceptable: *Giant pandas They* are)

Giant Panda Corrected

The black and white panda bear is not

really a bear. Some scientists believe it may be related to raccoons. The panda bear is more properly called a giant panda. Giant pandas live in China and Tibet. Pandas eat 20 pounds of bamboo and other plants every day! They have an extra thumb for grasping things. Giant pandas are so rare that China has passed laws to protect them.

2. Vultures

5 errors—1 content; 2 grammar; 2 spelling

Vultures Errors

Vulture¹ are birds of prey that hunt dead animals. They will eat small rodents or larger animals such as deers.² Vultures aren't no³ good at hunting live prey. They have hooked beaks and sharp⁴ claws. Vultures do have very good eyes and a good sense of smell. They sore⁵ in flocks and can find dead animals from far away.

1. *Vultures* are—Grammar: agreement of subject with verb in number
2. *deer*—Spelling
3. aren't *no* good—Grammar: double negative (Acceptable: *are no* good OR aren't *any* good)
4. *blunt*—Content: see caption
5. *spare*—Spelling

Vultures Corrected

Vultures are birds of prey that hunt dead animals. They will eat small rodents or larger animals such as deer. Vultures aren't good at hunting live prey. They have hooked beaks and blunt claws. Vultures do have very good eyes and a good sense of smell. They soar in flocks and can find dead animals from far away.

3. Circus

6 errors: 2 content; 1 grammar; 2 punctuation; 1 spelling

Circus Errors

Were¹ not clowning around. The circus is coming to town. Ring-A-Ding² Brothers Circus will be in San Diego³ on October 15. Exciting acts include lion tamers⁴ trapeze artists, and clowns. Tickets cost \$10.00. Don't miss out on the fun. By⁵ yours⁶ tickets today!

1. *We're*—Punctuation: apostrophe in contraction
2. *Ding-A-Ling*—Content: see circus title in illustration
3. *San Francisco*—Content: see information in illustration and caption
4. *tamers*,—Punctuation: comma with words in a series
5. *Buy*—Spelling
6. *your tickets*—Grammar: possessive pronoun used with noun
(Acceptable: Buy *your ticket* today!)

Circus Corrected

We're not clowning around. The circus is coming to town. Ding-a-Ling Brothers Circus will be in San Francisco on October 15. Exciting acts include lion tamers, trapeze artists, and clowns. Tickets cost \$10.00. Don't miss out on the fun. Buy your tickets today!

4. Balloon Adventure

7 errors: 2 content; 1 capitalization; 3 grammar; 1 spelling

Balloon Adventure Errors

A close call was shown on the monday¹ evening news as balloonists gave tours at the Stratosphere Glider² Festival. The outing was almost a disaster for sightseer John Ito as he taked³ off in balloon twenty⁴. His pilot fell out! John had to land the baloon⁵ himself. The unhurt pilot later congratulated John. "This hardly never⁶ happens to we⁷ balloonists," said the pilot.

1. *Monday*—Capital: weekday
2. *Balloon*—Content: see illustration title and caption
3. *took*—Grammar: past tense verb
4. *two*—Content: see illustration and end of caption
5. *balloon*—Spelling
6. *hardly ever happens*—Grammar: double negative
(Acceptable: this *never* happens)
7. *us*—Grammar: pronoun used as object

Balloon Adventure Corrected

A close call was shown on the Monday evening news as balloonists gave tours at the Stratosphere Balloon Festival. The outing was almost a disaster for sightseer John Ito as he took off in balloon two. His pilot fell out! John had to land the balloon himself. The unhurt pilot later congratulated John. "This hardly ever happens to us balloonists," said the pilot.

5. Stormy Weather

8 errors: 2 content; 2 grammar; 3 punctuation; 1 spelling

Stormy Weather Errors

Strong winds and a bolt of lighting¹ knocked loose a power line over Highway 111² last night³ and the live wire sparked and jumped wildly⁴ and a car⁵ crashed into a rock. Police closed the highway and reroute⁶ traffic. Officer Barker later exclaimed, "The weather can make it a tough job for my rookies and I⁸!"



1. *lightning*—Spelling
2. *101*—Content: see caption and road sign in illustration
3. *night. The*—Punctuation: run-on sentence
(Acceptable: *night, and*)
4. *wildly. A*—Punctuation: run-on sentence
(Acceptable: *wildly, and*)

Note: Though errors 3 and 4 could be considered correct with the addition of two commas, it would be better to break the run-on sentence into at least two sentences.

5. *truck*—Content: see illustration
6. *rerouted*—Grammar: past tense verb
7. *"The*—Punctuation: quotation marks with a direct quote
8. *me*—Grammar: pronoun used as object

Stormy Weather Corrected

Strong winds and a bolt of lightning knocked loose a power line over Highway 101 last night. The live wire sparked and jumped wildly. A truck crashed into a rock. Police closed the highway and rerouted traffic. Officer Barker later exclaimed, "The weather can make it a tough job for my rookies and me!"

6. Sharks

6 errors: 2 content; 1 capitalization; 1 grammar; 2 punctuation

Sharks Errors

Sharks are the prey¹ of the water. They can be found in all the worlds² oceans and also in some lakes and rivers?³ Sharks prefer warm water but are found as far north as alaska⁴. Many sharks bear live young. Other sharks lay eggs. They sit⁵ the eggs on the ocean floor in special nursery areas where adult sharks do⁶ feed.

1. *predators*—Content: see beginning of caption

2. *world's*—Punctuation: apostrophe with singular possessive
3. *rivers.*—Punctuation: period ending a declarative sentence
4. *Alaska*—Capital: proper noun
5. *set*—Grammar: word pair (sit/set)
6. *sharks do not feed*—Content: see end of caption
(Acceptable: *sharks don't feed*)

Sharks Corrected

Sharks are the predators of the water. They can be found in all the world's oceans and also in some lakes and rivers. Sharks prefer warm water but are found as far north as Alaska. Many sharks bear live young. Other sharks lay eggs. They set the eggs on the ocean floor in special nursery areas where adult sharks do not feed.

7. Black Widow—Beware!

7 errors: 1 content; 5 grammar; 1 spelling

Black Widow—Beware! Errors

Be careful when cleaning out your garage. You may find a¹ unwelcome guest! The black widow spider offen² hides in dark corners of barns, sheds, and garages. The bite of a female black widow is poisonous and caused³ illness and severe pain. You can identify the female black widow by the bright red or yellow hourglass marking on his⁴ back⁵. The male black widow is smallest⁶ and has red marks along the sides of his abdomen. The female may bite if you disturb her. The goodest⁷ idea is to look before you move anything.

1. *an* unwelcome—Grammar: use *an* before vowel sound (article)
2. *often*—Spelling
3. *causes*—Grammar: present tense verb
4. *her*—Grammar: agreement of pronoun with noun in gender
5. *abdomen*—Content: see illustration and end of caption

6. *smaller*—Grammar: comparative adjective

7. *best*—Grammar: superlative adjective

Black Widow—Beware! Corrected

Be careful when cleaning out your garage. You may find an unwelcome guest! The black widow spider often hides in dark corners of barns, sheds, and garages. The bite of a female black widow is poisonous and causes illness and severe pain. You can identify the female black widow by the bright red or yellow hourglass marking on her abdomen. The male black widow is smaller and has red marks along the sides of his abdomen. The female may bite if you disturb her. The best idea is to look before you move anything.

8. Icebergs

5 errors: 2 content; 2 grammar; 1 spelling

Icebergs Errors

Icebergs are like floating hills formed from frozen salt¹ water. They can be many miles long and hundreds of foot² high. Only a small part of an iceberg shows because most of it lays³ underneath the land⁴. The ice melted⁵ when the sun shines. Water collects in pools on top of the iceberg. Sailors of long ago collected fresh water falling from the icebergs.

1. *fresh*—Content: see labeled diagram
2. *feet*—Spelling
3. *lies*—Grammar: word pair (lay/lie)
4. *water*—Content: see diagram
5. *melts*—Grammar: present tense verb

Icebergs Corrected

Icebergs are like floating hills formed from frozen fresh water. They can be many miles long and hundreds of feet high. Only a small part of an iceberg shows because most of it lies underneath the water. The ice melts when the sun shines. Water collects in pools on top of the iceberg. Sailors of long ago collected fresh water falling from the icebergs.

9. Missing Boa!

6 errors: 2 content; 2 grammar; 2 punctuation

Missing Boa! Errors

Amanda's pet-sitting business was going well¹ she was now taking care of two dogs, one cat, and several gerbils. It didn't seem to be a problem when Jose asked her to watch his cobra², Fred. Fred was two³ feet in length and spotted. "I and Fred⁴ will get along just fine⁵" she said. Fred curled up in the corner of his tank and went to sleep. Amanda found the tank lid off the next morning when she got up. Fred had went⁶. Also, there seemed to be fewer gerbils in the next cage.

1. *well. She*—Punctuation: run-on sentence
2. *boa constrictor*—Content: see poster in illustration (Acceptable: *boa*)
3. *ten*—Content: see description in illustrated poster
4. *Fred and I*—Grammar: first person last
5. *fine,*—Punctuation: comma separates direct quote from speaker
6. *gone*—Grammar: word pair (went/gone)

Missing Boa! Corrected

Amanda's pet-sitting business was going well. She was now taking care of two dogs, one cat, and several gerbils. It didn't seem to be a problem when Jose asked her to watch his boa constrictor, Fred. Fred was ten feet in length and spotted. "Fred and I will get along just fine," she said. Fred curled up in the corner of his tank and went to sleep. Amanda found the tank lid off when she got up the next morning. Fred had gone. Also, there seemed to be fewer gerbils in the next cage.

10. Detective Byrd

6 errors: 2 content; 1 capitalization; 1 grammar; 2 punctuation

Detective Byrd Errors

"I just know that Byrd would¹ find Doctor Waller this week² Megan!" Mark Bernowski said to his wife. He grabbed the Sunday³ paper and turned to the comics. The new episode of Detective Byrd appeared on page D-12. Mark and Megan enjoyed reading about the penguin who was following dr.⁴ Waller's kidnapper to the North⁵ Pole. They were disappointed to find that the strip ended with Byrd checking footprints. Then they noticed the tree. "Watch out!" they both exclaimed.

1. *will* find—Grammar: future tense verb
2. *week*, Megan—Punctuation: comma with noun of address
3. *Monday* paper—Content: see date on illustrated newspaper
4. *Dr.* Waller's—Capital: abbreviated title
5. *South* Pole—Content: see caption and sign in illustration
6. *out!*—Punctuation: quoted exclamatory sentence

Detective Byrd Corrected

"I just know that Byrd will find Doctor Waller this week, Megan!" Mark Bernowski said to his wife. He grabbed the Monday paper and turned to the comics. The new episode of Detective Byrd appeared on page D-12. Mark and Megan enjoyed reading about the penguin who was following Dr. Waller's kidnapper to the South Pole. They were disappointed to find that the strip ended with Byrd checking footprints. Then they noticed the tree. "Watch out!" they both exclaimed.

11. The Peanut Plant

6 errors: 1 content; 2 grammar; 3 punctuation

The Peanut Plant Errors

Did you know that the peanut is not a nut at all.¹ Peanuts are the root² of peanut plants. Them³ are actually a type of pea.

Peanuts are different from other fruits because peanuts grow underground. Peanuts⁴ grow from flower blossoms that are above ground. So how do the peanuts get underground? A small stalk grows from the base of the flower after the flower petals fall off. This stalks⁵ grows down into the soil⁶ the peanut shell forms at the end of the stalk.

1. *all?*—Punctuation: direct question
2. *fruit*—Content: see caption
3. *they*—Grammar: pronoun used as subject
4. *Peanuts*—Punctuation: unnecessary apostrophe (non-possessive plural)
5. *this stalk*—Grammar: agreement of noun with pronoun in number
6. *soil. The*—Punctuation: run-on sentence
(Acceptable: soil, *and* the peanut OR soil, *where*)

The Peanut Plant Corrected

Did you know that the peanut is not a nut at all? Peanuts are the fruit of peanut plants. They are actually a type of pea. Peanuts are different from other fruits because peanuts grow underground. Peanuts grow from flower blossoms that are above ground. So how do the peanuts get underground? A small stalk grows from the base of the flower after the flower petals fall off. This stalk grows down into the soil. The peanut shell forms at the end of the stalk.

12. Soccer Game

8 errors: 1 content; 3 grammar; 4 punctuation

Soccer Game Errors

We were in the middle of the last game of the season at Mt¹ View field. We had plan² to try wall pass strategy 4 to score. I was playing center forward and would pass to the right³ wing and⁴ then I would run forward around the defender, and the wing would pass the ball back to me for the goal shot. The problem was that the

halfback's pass was too high for me to kick. Could I head the ball far enough to reach mine⁵ wing.⁶ I'd⁷ never tried a header in a game before. There wasn't⁸ no time left to think.

1. *Mt.*—Punctuation: period in abbreviation
2. *had planned*—Grammar: past participle verb
3. *left*—Content: see strategy diagram
4. *wing. Then*—Punctuation: run-on sentence
(Acceptable: *wing*, and then I would run forward around the *defender. The wing*)
5. *my wing*—Grammar: possessive pronoun used with noun
6. *wing?*—Punctuation: direct question
7. *I'd*—Punctuation: apostrophe in contraction
8. *wasn't time*—Grammar: double negative
(Acceptable: *was no time* OR *wasn't any time*)

Soccer Game Corrected

We were in the middle of the last game of the season at Mt. View field. We had planned to try wall pass strategy 4 to score. I was playing center forward and would pass to the left wing. Then I would run forward around the defender, and the wing would pass the ball back to me for the goal shot. The problem was that the halfback's pass was too high for me to kick. Could I head the ball far enough to reach my wing? I'd never tried a header in a game before. There was no time left to think.

13. The *Titanic*

8 errors: 1 content; 1 capitalization; 5 grammar; 1 spelling

The *Titanic* Errors

The british¹ ocean liner *Titanic* was a real² large ship that³ designed to be unsinkable. The *Titantic*⁴ made its first

voyage in 1912. It was scheduled to sail from England to New York City. The *Titanic* was about 1600 miles from New York City when it ran into an iceberg. This here⁵ collision made a gash 300 feet long in the ship's hull. The *Titanic* gone⁶ down. The worse⁷ part was that there were not enough lifeboats for everyone on board. About 500⁸ people died.

1. *British*—Capital: proper adjective
2. *really large*—Grammar: use adverb to modify adjective
(Acceptable: *very large*)
3. *was designed*—Grammar: helping verb
4. *Titanic*—Spelling
5. This *here* collision—Grammar: adjective (*here* unnecessary with *this*)
6. *went down*—Grammar: word pair (*went/gone*)
7. *worst part*—Grammar: superlative adjective
8. *1500*—Content: see caption

The *Titanic* Corrected

The British ocean liner *Titanic* was a really large ship that was designed to be unsinkable. The *Titanic* made its first voyage in 1912. It was scheduled to sail from England to New York City. The *Titanic* was about 1600 miles from New York City when it ran into an iceberg. This collision made a gash 300 feet long in the ship's hull. The *Titanic* went down. The worst part was that there were not enough lifeboats for everyone on board. About 1500 people died.

14. Antarctica

6 errors: 2 content; 1 capitalization; 3 grammar

Antarctica Errors

The South Pole lays¹ on the continent of Antarctica at a latitude of 80°² south. The continent itself is surrounded by four seas and four³ oceans. The land has sunk below sea level because of an⁴ heavily⁵

sheet of ice covering the continent. The land would rise if we could take the ice off! We might get frostbitten while watching it because the antarctic⁶ temperatures often sink to -90° Fahrenheit!

1. *lies*—Grammar: word pair (lay/lie)
2. 90°—Content: see illustration (pole lies on a point of latitude ten degrees beyond 80° south)
3. *three*—Content: see illustration (Indian Ocean is labeled twice)
4. *a*—Grammar: *a* before consonant sound (article)
5. *heavy sheet*—Grammar: use adjective to modify noun
6. *Antarctic*—Capital: proper adjective

Antarctica Corrected

The South Pole lies on the continent of Antarctica at a latitude of 90° south. The continent itself is surrounded by four seas and three oceans. The land has sunk below sea level because of a heavy sheet of ice covering the continent. The land would rise if we could take the ice off! We might get frostbitten while watching it because the Antarctic temperatures often sink to -90° Fahrenheit.

15. Volcanoes: Shield or Composite?

6 errors: 2 content; 2 grammar; 1 punctuation; 1 spelling

Volcanoes: Shield or Composite? Errors

There is more than one type of volcano. Volcanoes are identified by their shapes and the materials from which they are made. Mount St.¹ Helens is a shield² volcano. A volcano of these³ type is made from the lava and debris of repeated eruptions. Alternating layers of lava and ash build up to form the classic volcano shaped like a cone. Mauna Loa is an⁴ shield volcano. Lava flows from one vent⁵ to form a low mountain. Most shield volcanos⁶ have many craters on their summits.

1. *St. Helens*—Punctuation: period in abbreviation

2. *Composite*—Content: see upper half of illustration
3. *this type*—Grammar: agreement of adjective with noun in number
4. *a shield*—Grammar: *a* before consonant sound (article)
5. from *several vents*—Content: see lower half of illustration
6. *volcanoes*—Spelling

Volcanoes: Shield or Composite? Corrected

There is more than one type of volcano. Volcanoes are identified by their shapes and the materials from which they are made. Mount St. Helens is a composite volcano. A volcano of this type is made from the lava and debris of repeated eruptions. Alternating layers of lava and ash build up to form the classic volcano shaped like a cone. Mauna Loa is a shield volcano. Lava flows from several vents to form a low mountain. Most shield volcanoes have many craters on their summits.

16. Earthworms

7 errors: 2 content; 3 grammar; 1 punctuation; 1 spelling

Earthworms Errors

Earthworms are simple plants¹ that burrow in moist soil. They improves² the soil for plants by eating and breaking down decaying matter. They're³ burrowing also helps plants by loosening the soil and allowing an⁴ greater flow of oxygen. Earthworms do not have lungs or gills. They breathe oxygen.⁵ through their skins. This is why you often see they⁶ come into⁷ the ground after heavy rain. They would drown in the soggy soil!

1. *animals*—Content: see caption
2. They *improve*—Grammar: agreement of verb with subject in number
3. *Their*—Spelling
4. *a greater*—Grammar: *a* before consonant sound (article)
5. *oxygen through*—Punctuation: sentence fragment

6. *them*—Grammar: pronoun used as object
7. *come out of the ground*—Content: see caption
(Acceptable: *come up from the ground*)

Earthworms Corrected

Earthworms are simple animals that burrow in moist soil. They improve the soil for plants by eating and breaking down decaying matter. Their burrowing also helps plants by loosening the soil and allowing a greater flow of oxygen. Earthworms do not have lungs or gills. They breathe oxygen through their skins. This is why you often see them come out of the ground after a heavy rain. They would drown in the soggy soil!

17. Runaway Robot

7 errors: 1 content; 3 grammar; 2 punctuation; 1 spelling

Runaway Robot Errors

Paul built a robot called Simon. It was a fair¹ complex machine made with bits and peices² found in the computer lab dumpster. Paul even installed a microchip in the front³ panel⁴. To enable Simon to respond to a large vocabulary of voice commands. He took Simon home and leaves⁵ he⁶ in the entryway. He ran and yelled to his sister something about making a new breakthrough with his robot. Suddenly, Paul heard a crash and the sound of breaking glass. Can you guess what happened.⁷ Paul ran back and saw that Simon had learned a new word very well!

1. *fairly* complex—Grammar: use adverb to modify adjective
2. *pieces*—Spelling
3. *rear*—Content: see caption
4. *panel to*—Punctuation: sentence fragment
5. *left*—Grammar: past tense verb
6. *him*—Grammar: pronoun used as object

7. *happened?*—Punctuation: direct question

Runaway Robot Corrected

Paul built a robot called Simon. It was a fairly complex machine made with bits and pieces found in the computer lab dumpster. Paul even installed a microchip in the rear panel to enable Simon to respond to a large vocabulary of voice commands. He took Simon home and left him in the entryway. He ran and yelled to his sister something about making a new breakthrough with his robot. Suddenly, Paul heard a crash and the sound of breaking glass. Can you guess what happened? Paul ran back and saw that Simon had learned a new word very well!

18. The Kestrel

8 errors: 2 content; 1 capitalization; 2 grammar; 1 punctuation; 2 spelling

The Kestrel Errors

North American Birders magazine did a big article on falcons in its summer issue. The article talked about the smallest falcons and the faster¹ falcons. The American kestrel is the smallest hawk² in america³. Its⁴ only 2 inches long. The peregrine falcon measures about 18 inches and ⁵the fastest bird. It reaches speeds up to 180 m⁶p.h. when it dives. The peregrine falcon uses it's⁷ great speed to hunt other birds. The smaller and slower American kestrel eats grasshoppers, beetles, and rodents. The magazine used the European⁸ kestrel as its cover bird for this issue.

1. *fastest*—Grammar: superlative adverb
2. *falcon*—Content: see caption
3. *America*—Capital: proper noun
4. *It's*—Spelling
5. *and is the fastest*—Grammar: linking verb
6. *m.p.h.*—Punctuation: period in abbreviation

7. *its*—Spelling
8. *American*—Content: see caption

The Kestrel Corrected

North American Birders magazine did a big article on falcons in its summer issue. The article talked about the smallest falcons and the fastest falcons. The American kestrel is the smallest falcon in America. It's only 2 inches long. The peregrine falcon measures about 18 inches and is the fastest bird. It reaches speeds up to 180 m.p.h. when it dives. The peregrine falcon uses its great speed to hunt other birds. The smaller and slower American kestrel eats grasshoppers, beetles, and rodents. The magazine used the American kestrel as its cover bird for this issue.

19. The Cobra

8 errors: 2 content; 2 grammar; 3 punctuation; 1 spelling

The Cobra Errors

486 Old Post Lane
Houston, Texas 77000
August 31, 1980

Dear Birgitta,

I can tell from your questions that you have did¹ some research on the cobra. Yes² a cobra is a poisonous snake. It flattens its neck when excited and make³ its back look like a hood. A cobra lifts up the front of it's⁴ body when it attacks. Some cobras bite their prey with poisonous fangs⁵. Other cobras squirt venom in their prey's nose⁶. The cobra's worst enemy is the moose⁷.

I hope this answers your questions!
Have a safe and enjoyable trip.

Sincerely⁸

Mahesh

1. have *done*—Grammar: word pair (done/did)
2. *Yes*,—Punctuation: comma with introductory word

3. *makes its*—Grammar: agreement of verb with subject
4. *its* body—Spelling
5. *fangs*.—Punctuation: period ending a declarative sentence
6. *eyes*—Content: see illustration and Poisoning Methods in caption
7. *mongoose*—Content: see Enemy in caption
8. *Sincerely*,—Punctuation: comma in closing of friendly letter

The Cobra Corrected

486 Old Post Lane
Houston, Texas 77000
August 31, 1980

Dear Birgitta,

I can tell from your questions that you have done some research on the cobra. Yes, a cobra is a poisonous snake. It flattens its neck when excited and makes its back look like a hood. A cobra lifts up the front of its body when it attacks. Some cobras bite their prey with poisonous fangs. Other cobras spit venom in their prey's eyes. The cobra's worst enemy is the mongoose.

I hope this answers your questions!
Have a safe and enjoyable trip.

Sincerely,
Mahesh

20. Biking Home

7 errors: 2 Content, 3 punctuation; 2 spelling

Biking Home Errors

On July 8¹ 1992² Jackie rode her bicycle home from Ghandi High School on Morgan Boulevard. She took a shortcut across the football³ field. She passed Apri-cot Road⁴ and stopped at Jamal Johnson's house to see if Jamal had the homework assignment for math. No one was home. She wondered were⁵ Jamal and his family where⁶. Jackie made it home just in time for dinner at 125 Davis Street⁷ Porterstown, California.

1. July 8, 1992—Punctuation: comma used between day of month and year
2. 1992,—Punctuation: comma used after *month day, year* in sentence
3. *baseball*—Content: see caption and diamond-shaped field in illustration
4. *Apple Road*—Content: see upper road running alongside Johnson home
5. *where*—Spelling
6. *were*—Spelling
7. *Street*,—Punctuation: comma used between elements of an address

Biking Home Corrected

On July 8, 1992, Jackie rode her bicycle home from Ghandi High School on Morgan Boulevard. She took a shortcut across the baseball field. She passed Apple Road and stopped at Jamal Johnson's house to see if Jamal had the homework assignment for math. No one was home. She wondered where Jamal and his family were. Jackie made it home just in time for dinner at 125 Davis Street, Porterstown, California.

21. Earth's Seasons

9 errors; 2 content; 3 capitalization; 2 grammar; 2 punctuation

Earth's Seasons Errors

101 Howser St.
Helena, Montana 59608
July 2, 1985

Dear Sofia¹

I hope you are enjoying the winter in Chile. Yesterday, mrs.² James learned³ us about the cause of the seasons. The Earth tilts on its axis as it goes around the planet⁴. The Northern Hemisphere has summer when its pole leans toward the sun. The Southern Hemisphere it⁵ has summer when the South pole⁶ leans toward the sun.

I can't wait to visit you! I will only be there from New year's⁷ Day to January fifteenth. I look forward to the winter⁸ in Chile!

Your friend⁹

Olaf

1. *Sofia*,—Punctuation: comma in greeting of friendly letter
2. *Mrs.*—Capital: abbreviated title
3. *taught*—Grammar: word pair (teach/learn)
4. *sun*—Content: See illustration and caption
5. Hemisphere *it* has—Grammar: noun or pronoun (not both) as subject
6. *Pole*—Capital: proper noun
7. *New Year's*—Capital: holiday
8. *summer*—Content: According to the illustration, Chile is in the southern hemisphere. From the caption, you can conclude that winter occurs in the northern and southern hemispheres at opposite times of the year. Since Montana is in the northern hemisphere and has winter in January, Chile must have summer in January.
9. *friend*,—Punctuation: comma in closing of friendly letter

Earth's Seasons Corrected

101 Howser St.
Helena, Montana 59608
July 2, 1985

Dear Sofia,

I hope you are enjoying the winter in Chile. Yesterday, Mrs. James taught us about the cause of the seasons. The Earth tilts on its axis as it goes around the sun. The Northern Hemisphere has summer when its pole leans toward the sun. The Southern Hemisphere has summer when the South Pole leans toward the sun.

I can't wait to visit you! I will only be there from New Year's Day to January fifteenth. I look forward to the summer in Chile!

Your friend,
Olaf

22. Platypus

7 errors; 2 content; 2 grammar; 2 punctuation; 1 spelling

52

Platypus Errors

All mammals have hair. ¹And provide milk for there² young. The platypus is a³ Australian mammal. It has webbed feet, strong claws⁴ a bill that looks like a duck's bill, and a tail shaped like a beaver's. The platypus was discovered in 1796. The first dried skin was sent from⁵ London in 1799. The scientists in London thought that someone had tried to fool them by attaching the bill of a duck to a mammal. It are⁶ probably a good thing that scientists didn't know for another 15⁷ years that the platypus lays eggs. That would have really confused them!

1. have *hair and*—Punctuation: sentence fragment
2. *their* young—Spelling
3. *an* Australian—Grammar: *an* before vowel sound (article)
4. *claws*,—Punctuation: comma with words in a series
5. sent *to* London—Content: see caption
6. it *is*—Grammar: agreement of verb with subject (Acceptable: It *was* probably)
7. 85—Content: see caption (from 1799 to 1884 is 85 years)

Platypus Corrected

All mammals have hair and provide milk for their young. The platypus is an Australian mammal. It has webbed feet, strong claws, a bill that looks like a duck's bill, and a tail shaped like a beaver's. The platypus was discovered in 1796. The first dried skin was sent to London in 1799. The scientists in London thought that someone had tried to fool them by attaching the bill of a duck to a mammal. It's probably a good thing that scientists didn't know for another 85 years that the platypus lays eggs. That would have really confused them!

23. Igloos

8 errors: 2 content; 1 grammar; 5 punctuation

Igloos Errors

"Mrs. Henson¹ I'd like to know more about igloos",² Ling said. The professor replied³ "Well⁴ some igloos were made of canvas or animal skins. Many others were made of snow. Early Canadians would make domes out of blocks of loose⁵ snow. They would leave an entrance that was six⁶ feet tall. Yes, their houses were made of colder stuff than our⁷ are!"⁸

1. *Henson*,—Punctuation: comma with noun of address
2. *igloos*,—Punctuation: comma goes inside ending quotation marks
3. *replied*,—Punctuation: comma separates direct quote from speaker
4. "Well,—Punctuation: comma with introductory word
5. *hard-packed* snow—Content: see labeled diagram and caption
6. *three*—Content: see labeled diagram
7. than *ours* are—Grammar: possessive pronoun used without noun (Acceptable: than *our houses* are)
8. *are!*"—Punctuation: quotation marks with direct quote

Igloos Corrected

"Mrs. Henson, I'd like to know more about igloos," Ling said. The professor replied, "Well, some igloos were made of canvas or animal skins. Many others were made of snow. Early Canadians would make domes out of blocks of hard-packed snow. They would leave an entrance that was three feet tall. Yes, their houses were made of colder stuff than ours are!"

24. Travel Slides

7 errors: 2 Content, 1 grammar; 4 punctuation

Travel Slides Errors

Several of Juanita's friends had been on vacation. She used a projector to show her friend's¹ slides as they pointed out the various landmarks. Some of the slides fell out as she lifted the tray. "Oh no!" cried Juanita. "I don't have a list of the slides!"

Then she remembered to use the numbers on the slides to put them back in order,² Juanita decided her friends must³ first visited our nation's capital city. Then they went to France⁴. Then they went to Egypt⁵. Finally, they visited Mt. Rushmore⁶ South Dakota⁷ before going home.

1. *friends'*—Punctuation: apostrophe with possessive of plural ending in s
2. *order*. Juanita—Punctuation: run-on sentence
3. *must have first*—Grammar: helping verb
(Acceptable: *must first have visited*)
4. *Egypt*—Content: see illustration (of the numbered slides, the pyramid slide comes second) and caption (*Egyptian pyramids*)
5. *France*—Content: see illustration (of the numbered slides, the Eiffel Tower comes third) and caption (*French Eiffel Tower*)
6. *Mt. Rushmore*,—Punctuation: comma used between elements of address
7. *South Dakota*,—Punctuation: Comma used after *location*, *state* in sentence

Travel Slides Corrected

Several of Juanita's friends had been on vacation. She used a projector to show her friends' slides as they pointed out the various landmarks. Some of the slides fell out as she lifted the tray. "Oh no!" cried Juanita. "I don't have a list of the slides!" Then she remembered to use the numbers on the slides to put them back in order. Juanita decided her friends must have first visited our nation's capital city. Then they went to Egypt. Then they went to France. Finally, they visited Mt. Rushmore, South Dakota, before going home.

25. Finding Fingerprints

7 errors: 2 content; 2 grammar; 2 punctuation; 1 spelling

Finding Fingerprints Errors

Police use criminals¹ fingerprints to help capture them. A visible fingerprint² a mark made by touching a surface with dirty fingers or leaving an impression in a soft material such as clay or dust. Detecting invisible fingerprints is most³ difficult than detecting visible ones. Invisible prints are left by the oils in you're⁴ skin.⁵ When you touch a hard surface. The fingerprints are revealed when the soft⁶ surface or object is dusted with a grey or black powder. Powders⁷ are used to lift fingerprints from soft surfaces such as cloth or paper.

1. *criminals'* fingerprints—Punctuation: apostrophe with possessive of plural ending in s
2. *is a mark*—Grammar: linking verb
3. *more difficult*—Grammar: comparative adverb
4. *your skin*—Spelling
5. *skin when*—Punctuation: sentence fragment
6. *hard*—Content: see beginning of caption
7. *Chemicals*—Content: see end of caption

Finding Fingerprints Corrected

Police use criminals' fingerprints to help capture them. A visible fingerprint is a mark made by touching a surface with dirty fingers or leaving an impression in a soft material such as clay or dust. Detecting invisible fingerprints is more difficult than detecting visible ones. Invisible prints are left by the oils in your skin when you touch a hard surface. The fingerprints are revealed when the hard surface or object is dusted with a grey or black powder. Chemicals are used to lift fingerprints from soft surfaces such as cloth or paper.

26. How Oysters Form Pearls

7 errors: 2 content; 1 capitalization; 1 grammar; 3 punctuation

How Oysters Form Pearls Errors

Pearls are not formed in the earth.¹ As are most precious gems. They are formed in oysters. Sand or another substance sometimes gets outside² the shell and irritates the oysters³ soft body. The clam⁴ gradually covers the irritating substance with many glossy layers of nacre. It takes several years for a pearl to form. A japanese⁵ man developed a way for humans to have most⁶ control than before over pearl production. Workers⁷ place a bead inside an oyster. The oyster then covers this bead with nacre to produce a cultured pearl.

1. *earth as*—Punctuation: sentence fragment
2. *inside*—Content: see illustration and caption
3. *oyster's*—Punctuation: apostrophe with singular possessive
4. *oyster*—Content: see caption
5. *Japanese* man—Capital: proper adjective
6. *more* control—Grammar: comparative adverb
7. *Workers*—Punctuation: unnecessary apostrophe (plural)

How Oysters Form Pearls Corrected

Pearls are not formed in the earth as are most precious gems. They are formed in oysters. Sand or another substance sometimes gets inside the shell and irritates the oyster's soft body. The oyster gradually covers the irritating substance with many glossy layers of nacre. It takes several years for a pearl to form. A Japanese man developed a way for humans to have more control than before over pearl production. Workers place a bead inside an oyster. The oyster then covers this bead with nacre to produce a cultured pearl.

27. Mystery Mansion

6 errors: 2 content; 2 grammar; 2 punctuation

Mystery Mansion Errors

FOR SALE

Grab the Mystery Mansion before it vanishes! It was built in 1900¹ by smuggler Jay Jules. He built the house so good² that one of the original tunnels is still standing. It connects the library to the kitchen³ of the servants' house. On April 1⁴ 1895, Jules used another passageway to escape with wealthy mens⁵ jewels and avoid prosecution. Today, you can amaze your friends by using the hidden stairs to disappear suddenly. Moveable chutes will allow you to escape danger quick.⁶

1. 1890—Content: see caption
2. *well*—Grammar: adverb used to modify verb
3. *parlor*—Content: see illustration
4. April 1, 1895,—Punctuation: comma used between day of month and year
5. *men's* jewels—Punctuation: apostrophe with possessive of plural not ending in s
6. escape danger *quickly*—Grammar: adverb used to modify verb

Mystery Mansion Corrected

FOR SALE

Grab the Mystery Mansion before it vanishes! It was built in 1890 by smuggler Jay Jules. He built the house so well that one of the original tunnels is still standing. It connects the library to the parlor of the servants' house. On April 1, 1895, Jules used another passageway to escape with wealthy men's jewels and avoid prosecution. Today, you can amaze your friends by using the hidden stairs to disappear suddenly. Moveable chutes will allow you to escape danger quickly.

28. Pangolins

8 errors: 2 content; 1 capitalization; 2 grammar; 3 punctuation

Pangolins Errors

55

102 Globe Street
Seattle¹ Washington 98082

november² 13, 1994

Dear Professor Grover³

Indonesia was great fun for me and Fai⁴! You can see from my sketch how unusual the Indonesian animals are. Pangolins have hairy⁵ scales and roll themselves into tight balls for protection. A pangolin can rip open termite's⁶ nests with its claws and catch ants and termites with its long, sticky fingers⁷!

This location isn't bad for a classroom. We still like your⁸ better.

Sincerely,

Leroy Davis

1. *Seattle*,—Punctuation: comma used between elements of an address
2. *November*—Capital: month
3. *Grover*,—Punctuation: comma in greeting of friendly letter
4. *Fai and me*—Grammar: first person last
5. *horny* scales—Content: see caption
6. *termites'* nests—Punctuation: apostrophe with possessive of plural ending in s
7. *tongue*—Content: see illustration and caption
8. *yours*—Grammar: possessive pronoun used without noun

Pangolins Corrected

102 Globe Street
Seattle, Washington 98082
November 13, 1994

Dear Professor Grover,

Indonesia was great fun for Fai and me! You can see from my sketch how unusual the Indonesian animals are. Pangolins have horny scales and roll themselves into tight balls for protection. A pangolin can rip open termites' nests with its claws and catch ants and termites with its long, sticky tongue!

This location isn't bad for a classroom. We still like yours better.

Sincerely,

Leroy Davis

29. Triathlete

9 errors: 2 content; 5 grammar; 2 punctuation

Triathlete Errors

Christine has been competing in womens¹ triathlons for three years. A triathlete must swim, bike, and run in the same race. Christine has always done very well in the biking and running portions of the competition. She decided to work more on my² swimming³ she said, "I and my coach⁴ will trained⁵ hard to improve my swimming before the next race. I think I have a good chance to win if I can get out of the water in the top five." Christine she⁶ came out of the water in third place in the August 1 Haitian⁷ race and held on to third through the bike race. She turned in her goodest⁸ time ever in the run and finished tenth⁹ overall!

1. *women's* triathlons—Punctuation: apostrophe with possessive of plural not ending in s
2. *her* swimming—Grammar: agreement of pronoun with noun in person
3. *swimming. She*—Punctuation: run-on sentence
4. *My coach and I*—Grammar: first person last
5. *will train*—Grammar: future tense verb
6. *Christine* came—Grammar: noun or pronoun (not both) as subject (Acceptable: *She* came)
7. *Hawaiian* race—Content: see caption
8. *best* time—Grammar: superlative adverb
9. *first*—Content: see caption

Triathlete Corrected

Christine has been competing in women's triathlons for three years. A triathlete must swim, bike, and run in the same race. Christine has always done very well in the biking and running portions of the competition. She decided to work more on her swimming. She said, "My coach

and I will train hard to improve my swimming before the next race. I think I have a good chance to win if I can get out of the water in the top five." Christine came out of the water in third place in the August 1 Hawaiian race and held on to third through the bike race. She turned in her best time ever in the run and finished first overall!

30. Wakeboarding

9 errors: 2 content; 2 grammar; 3 punctuation; 2 spelling

Wakeboarding Errors

We got a great photo of our ski trip! It shows Annie trying out the wakeboard in June¹. She got up for the first time and yelled, ²This is like water-skiing and surfing.³ All in one. Its⁴ fun!" Suddenly, the board slipped out from under her. She was to⁵ scared to let go of the circular⁶ handle. It was yanked from her hand as she plunged into the water head first. The resulting bruises were worst⁷ than the ones she got while skiing last year. "Ill⁸ know when to leave⁹ go next time," she said.

1. *July*—Content: see caption
2. *"This*—Punctuation: quotation marks with direct quote
3. *surfing all*—Punctuation: sentence fragment
4. *It's*—Spelling
5. *too*—Spelling
6. *triangular*—Content: see illustration and caption
7. *worse*—Grammar: comparative adverb
8. *I'll*—Punctuation: apostrophe in contraction
9. *let*—Grammar: word pair (leave/let)

Wakeboarding Corrected

We got a great photo of our ski trip! It shows Annie trying out the wakeboard in July. She got up for the first time and yelled, "This is like water-skiing and

surfing all in one. It's fun!" Suddenly, the board slipped out from under her. She was too scared to let go of the triangular handle. It was yanked from her hand as she plunged into the water head first. The resulting bruises were worse than the ones she got while skiing last year. "I'll know when to let go next time," she said.

31. Pearl Divers

7 errors: 3 content; 3 grammar; 1 spelling

Pearl Divers Errors

There was a time when all precious pearls from Japan were collected by pearl divers. Most of this¹ divers ²girls or woman³ who dove down to the ocean floor and collected oyster shells in nets. The oysters were then unloaded into woven⁴ tubs. These divers wore protective clothing and snorkels⁵. Divers were learned⁶ to hold their breath while diving underwater. A skillful diver could go as deep as 150⁷ feet.

1. *these*—Grammar: agreement of adjective with noun in number
2. *divers were girls*—Grammar: linking verb
3. *women*—Spelling
4. *wooden tubs*—Content: see caption
5. *facemasks*—Content: see caption
6. *were taught*—Grammar: word pair (teach/learn)
(Acceptable: Divers ~~were~~ learned)
7. *100*—Content: see caption

Pearl Divers Corrected

There was a time when all precious pearls from Japan were collected by pearl divers. Most of these divers were girls or women who dove down to the ocean floor and collected oyster shells in nets. The oysters were then unloaded into wooden tubs. These divers wore protective clothing and facemasks. Divers were taught to hold their breath while diving underwater. A skillful diver could go as deep as 100 feet.⁵⁷

32. The Race

8 errors: 2 content; 1 capitalization; 2 grammar; 3 punctuation

The Race Errors

Seven was an unlucky number at the speedway last night. *mrs.*¹ Angel Hernandez was leading the race in car number ten² when her cars³ rear tire blew out. She *done*⁴ lost control of the car and swerved toward the barrier on her left⁵. She jerked hard to the left trying to regain control. The car rolled several times as the emergency medical team ran to assist her. "I'm⁶ okay!" Angel yelled. "Can⁷ I get back in the race?"⁸ she asked.

1. *Mrs.*—Capital: abbreviation of a title
2. *seven*—Content: see illustration and caption
3. *cars*'—Punctuation: apostrophe with singular possessive
4. She *done* lost—Grammar: unnecessary helping verb (Acceptable: She *did lose*)
5. *right*—Content: see illustration and caption
6. *I'm* okay—Punctuation: apostrophe in contraction
7. *may*—Grammar: word pair (may/can)
8. *race?*—Punctuation: quoted direct question

The Race Corrected

Seven was an unlucky number at the speedway last night. Mrs. Angel Hernandez was leading the race in car number seven when her car's rear tire blew out. She lost control of the car and swerved toward the barrier on her right. She jerked hard to the left trying to regain control. The car rolled several times as the emergency medical team ran to assist her. "I'm okay!" Angel yelled. "May I get back in the race?" she asked.

33. Dinosaur Bones

8 errors: 1 content; 2 grammar; 4 punctuation; 1 spelling

Dinosaur Bones Errors

"Sometimes," said Dr. Steedman¹, "it can take years to construct an exhibit." "Wow!"² said Lilla as she watched Dr. Stedman work on a Brontosaurus³ skeleton. "First we have to clean and repair the bones," he says⁴. "Do you mean you glue broken ones back together,"⁵ asked Lilla. "Yes⁶ then we make plaster replacements for any bones that are miss⁷," he replied. "We have to put steel rods inside the bones so they don't collapse⁸" he added. "It seems like doing a jigsaw puzzle," said Lilla. "That's true," he said. "It's like doing the biggest puzzle in the world."

1. Dr. *Steedman*—Spelling
2. "Wow!"—Punctuation: quoted exclamatory sentence
3. *Tyrannosaurus*—Content: see illustration
4. he *said*.—Grammar: past tense verb
5. *together?*—Punctuation: quoted direct question
6. *Yes, then*—Punctuation: comma with introductory word
7. *are missing*—Grammar: present participle verb
8. *collapse,*—Punctuation: comma separates direct quote from speaker

Dinosaur Bones Corrected

"Sometimes," said Dr. Stedman, "it can take years to construct an exhibit." "Wow!" said Lilla as she watched Dr. Stedman work on a Tyrannosaurus skeleton. "First we have to clean and repair the bones," he said. "Do you mean you glue broken ones back together?" asked Lilla. "Yes, then we make plaster replacements for any bones that are missing," he replied. "We have to put steel rods inside the bones so they don't collapse," he added. "It seems like doing a jigsaw puzzle," said Lilla. "That's true," he said. "It's like doing the biggest puzzle in the world."

GUIDE TO GRAMMAR, USAGE, AND PUNCTUATION

The punctuation, grammar, and usage guidelines that follow cover all the skills used in this book. These skills represent a beginning-level English curriculum. This guideline is not meant to be a complete English reference.

The types of errors are broken down into these areas: errors in capitalization, content, grammar, usage, punctuation, and spelling. Specific topics are listed alphabetically under these main headings.

CAPITALIZATION

The first word in a sentence is capitalized.

Use a capital letter for a proper noun. A proper noun names a specific person, place, or thing.

Paris, France the World Series John Doe

Use a capital letter for a proper adjective. A proper adjective is derived from a proper noun.

African tribes a Southern accent

Use a capital letter on the abbreviated form of proper nouns and proper adjectives.

Nov. 27 U.C.L.A.

Use a capital letter on titles and their abbreviated forms.

Captain John Smith Dr. Susan White

Capitalize the days of the week, the months, and the holidays. Do not capitalize a season unless it is being personified.

Monday, December 24 New Year's Day summer vacation

CONTENT

In the *Editor in Chief* activities, any discrepancy between the title, illustration, or caption and the accompanying paragraph should be considered an error in the paragraph. Some content errors will be simple differences in information between an illustration/caption and the paragraph. Other content errors will require the student to analyze information from the illustration/caption in order to correct the paragraph.

GRAMMAR

Parts of Speech

Adjectives and Adverbs

Adjectives

Adjectives modify nouns or pronouns. Adjectives tell what kind (*small* house), which one (*this* hat), or how many (*one* child). When *this*, *that*, *these*, or *those* are used as adjectives, they must agree in number with the noun or pronoun that they are modifying.

Singular: *this* bird, *that* alligator

Plural: *these* sparrows, *those* crocodiles

Here and there are unnecessary with *this*, *that*, *these*, and *those*.

Incorrect: this here box

Correct: this box

See "Comparing and Contrasting Adjectives and Adverbs" below for more on using adjectives.

Adverbs

Adverbs modify verbs, adjectives, or other adverbs. Adverbs tell how, when, where, how often, how much, or to what extent. Regular adverbs are formed by adding *-ly* to an adjective; however, not all words that end in *-ly* are adverbs.

See "Comparing and Contrasting Adjectives and Adverbs" below for more on using adverbs.

Articles

Articles (*a*, *an*, *the*) are adjectives. Use *an* before a vowel sound, *a* before a consonant sound.

Comparing and Contrasting Adjectives and Adverbs

Most (but not all) adverbs end in *-ly*. Adjectives usually don't end in *-ly* (although a few do). Sometimes the same word functions as an adjective and an adverb. Sometimes adverbs of a particular word have more than one form. See the examples below.

Adjective	Adverb	Adverb ending in <i>-ly</i>
a <i>high</i> window	He leaped <i>high</i> .	We think <i>highly</i> of him.
a <i>close</i> encounter	He walked <i>close</i> to her.	We watched her <i>closely</i> .
the <i>first</i> place	She arrived <i>first</i> .	<i>Firstly</i> , we will tell you...
a <i>straight</i> road	Stand <i>straight</i> .	—
Adjective ending in <i>-ly</i>	Adverb	
<i>nightly</i> train	We go <i>nightly</i> .	
<i>daily</i> walk	I see him <i>daily</i> .	
<i>lively</i> tune	Step <i>lively</i> , boys!	

These examples show that distinguishing between adverbs and adjectives is not as simple as checking to see whether a word ends in *-ly*. You need to see what the word modifies (describes).

Adjectives modify	Adverbs modify
nouns	verbs
pronouns	adjectives
	other adverbs

Adjective: It rained *last* night. (*last* tells which night; it modifies the noun night)

Adverb: Our team played *last*. (*last* tells when the team played; it modifies the verb played)

Linking verbs are frequently followed by adjectives.

Adjective: She looked *pretty*. (*pretty* modifies the subject she)

Adjective: He sounded *happy*. (*happy* modifies the subject he)

Adjective: He felt *bad*. (*bad* modifies the subject he)

Many verbs that function as linking verbs can also be used as action verbs. In these cases, the action verbs will be followed by adverbs rather than adjectives.

Linking verb with adjective: He stayed *quiet*. (*quiet* modifies the subject he)

Action verb with adverb: He stayed *quietly* in his seat. (*quietly* modifies the verb stayed; it tells how he stayed in his seat)

Linking verbs take adjectives. Action verbs take adverbs. See "Linking Verbs" on page 55.

Well/Good

As modifiers, *well* and *good* are sometimes a source of confusion. *Well* is both an adverb and an adjective, while *good* is only an adjective. Perhaps some of the confusion comes because *well* and *good* occasionally overlap in meaning. You can say either "He feels well" or "He feels good" to indicate a general state of health. *Good* is not just limited to describing health, however. You can say "He feels good about his promotion." *Well* cannot be used in this way. As an adjective, *well* has only three meanings:

1. to be healthy
He looks *well*.
2. to look well-dressed or well-groomed
He looks *well* in a suit.
3. to be satisfactory, right, or proper
It is *well* to fulfill your commitments.

Good, on the other hand, is always an adjective. It cannot be used to modify a verb. In the examples below, *well* and *good* convey similar meanings, but they do so by modifying different types of words.

Good: You did a *good* job. (*good* is an adjective; it modifies job)

Well: You did *well*. (*well* is an adverb; it modifies did)

Another source of confusion may be that the comparative and superlative forms are the same for *good* and *well*: good, better, best and well, better, best. See below.

Comparative and Superlative Forms of Adjectives and Adverbs

Comparative and superlative forms of adjectives and adverbs are used to compare the degrees of characteristics possessed by the objects that they modify.

Most one-syllable adjectives/adverbs add the suffix *-er* or *-est*.

hot—hotter—hottest	small—smaller—smallest
lucky—luckier—luckiest	

Some adjectives/adverbs use *more*/*most* before the word.

quietly—more quietly—most quietly
beautiful—more beautiful—most beautiful

Less and least can also be used to create comparative and superlative forms.

aggressive—less aggressive—least aggressive
powerful—less powerful—least powerful

Irregular comparative forms

good/well—better—best

bad—worse—worst

many/much—more—most

Whether you use the comparative or superlative form (rather than the simple positive form) depends on how many things are being compared.

Comparative: The comparative form of adjectives and adverbs is used when comparing two things.

He is the *older* child. (the older of two children)

Superlative: The superlative form is used when comparing more than two things.

He is the *oldest* child. (the oldest of more than two children)

Participles

The present or past participle forms of verbs can be used as adjectives to modify a noun or pronoun. In the examples below, the same participle is shown used as an adjective and as a part of the verb. (In these examples, the verb phrase is *be* + participle.)

Adjective—present participle: The *crying* child ran to his mother. (*crying* modifies child)

Verb phrase—present participle: The child *was crying* as he ran to his mother. (*was crying* is the verb phrase)

Adjective—past participle: The *tired* child ran to his mother. (*tired* modifies child)

Verb phrase—past participle: The child *had tired* himself by running to his mother. (*had tired* is the verb phrase)

See "Verbs" on page 54 for more on the forms of verbs.

Personal Pronouns

A personal pronoun replaces a noun or nouns. The pronoun must always agree in number and gender with the noun or nouns it replaces. Pronouns may be used as subjects or objects in a sentence. When a pronoun is used as the subject in a sentence, the verb must agree with the pronoun in number. Pronouns may also show possession. A possessive pronoun may be used before a noun to show possession (*my* bike), or a possessive pronoun may stand alone. (The bike is *mine*.)

Confusion in pronoun usage frequently occurs with compound subjects or objects (Marla and I, him and me). The easiest way to determine the correct form of the pronoun is to look at each member of the compound subject or object separately, as in these examples:

Marla and I went home. (*Marla* went home. *I* went home.)

Kim Lee went with him and me. (Kim Lee went with *him*. Kim Lee went with *me*.)

Bruce and he saw the movie. (*Bruce* saw the movie. *He* saw the movie.)

Singular/ Plural	Person	Subject	Object	Possessive before noun	Possessive stands alone
singular	first person	I	me	my	mine
singular	second person	you	you	your	yours
singular	third person	he	him	his	his
singular	third person	she	her	her	hers
singular	third person	it	it	its	its
plural	first person	we	us	our	ours
plural	second person	you	you	your	yours
plural	third person	they	them	their	theirs

When the compound subject is broken apart in this way, most native speakers will recognize the correct pronoun form.

Note that the first person pronoun (I, me) always appears last in compound subjects and objects.

Verbs

Verb Parts

All verbs have four principal parts: infinitive (sometimes called "plain verb"), present participle, past, and past participle. Present and past participles are used with helping verbs to form verb phrases. Regular verbs form the past and past participle by adding *-d* or *-ed* to the infinitive. Irregular verbs form the past and past participle forms in a different way, such as by changing spelling or by not changing at all.

Regular Verbs

Infinitive	Present Participle	Past	Past Participle
care	caring	cared	cared
call	calling	called	called
jump	jumping	jumped	jumped
walk	walking	walked	walked

Irregular Verbs

Infinitive	Present Participle	Past	Past Participle
bring	bringing	brought	brought
choose	choosing	chose	chosen
go	going	went	gone
ride	riding	rode	ridden

Verb Phrase

A verb phrase consists of a main verb and one or more helping verbs (also called auxiliary verbs). A few verb phrases are listed below:

has gone is going will have gone will be going

Verb Tense

Tense refers to the time element expressed by a verb. Verb tense shows whether an action has already occurred, is now occurring, or will occur in the future. Although there are four principal parts to verbs, these four parts are used to form six tenses: present tense, past tense, future tense, present perfect tense, past perfect tense, future perfect tense. These tenses can be further subdivided into progressive form (be + present participle).

Tense	Part of Verb Used	Example
present tense	infinitive	I walk home.
present progressive	be + present participle	I am walking home.
present perfect tense	have or has + past participle	I have walked home.
past tense	past	I walked home.
past progressive	be (past) + present participle	I was walking home.
past perfect tense	had + past participle	I had walked home.
future tense	will or shall + infinitive	I will walk home.
future progressive	will or shall + be (infinitive) + present participle	I will be walking home.
future perfect tense	will (or shall) have + past participle	I will have walked home.

Helping Verbs

Helping verbs (also called auxiliary verbs) are part of a verb phrase. A verb phrase consists of a main verb and a helping verb. Future tense, present progressive, and past progressive are all created using helping verbs.

Verb phrases with the helping verb marked in *italics* are shown below.

has written *may* attend *can* ski *might* have seen
must read *will* ride *shall* go *would* have taken

Common helping verbs include the following: be, can, could, do, have, may, might, must, shall, should, will, would.

Linking Verbs

Linking verbs express a state or condition rather than an action. They are called linking verbs because they link the subject to a complement which identifies or describes the subject. This subject complement may be a noun, pronoun, or adjective. Common linking verbs include the following: appear, be, become, feel, grow, look, remain, seem, smell, sound, stay, taste.

Anchovies *taste* salty.

That dog *looks* thin.

She *is* the manager.

Some linking verbs can also be used as action verbs, which can be modified by adverbs. A good way to determine whether the verb is functioning as a linking verb or action verb is to substitute the appropriate forms of *is* and *seem* for the verb. If the sentence still makes sense and has not changed its meaning, then the verb is a linking verb.

Linking verb: He remains happy. (No meaning change—He *is* happy. He *seems* happy.)

Action verb: He remains happily at the park. (Meaning changes—He *is* happily at the park. He *seems* happily at the park.)

Linking verbs take adjectives. Action verbs take adverbs. See “Comparing and Contrasting Adverbs and Adjectives” on page 51.

Usage note: *Seem* is always a linking verb. *Be* is always a linking verb when used as a main verb except when followed by an adverb. Do not be confused when *be* is part of a verb phrase, that is, when *be* is used as a helping verb with a participle.

USAGE

Agreement

Agreement: Pronoun with Antecedent

A pronoun must agree with its antecedent in number and gender. The antecedent is the noun or noun phrase to which the pronoun refers.

Sentence: *The kittens* chased the mouse. (replace *the kittens* with a pronoun)

Plural antecedent—plural pronoun: *They* chased the mouse.

Sentence: *The boy* flew a kite. (replace *the boy* with a pronoun)

Singular, masculine antecedent—singular, masculine pronoun: *He* flew a kite.

Agreement: Subject with Verb

A subject and verb agree if they are both singular or both plural, that is, the subject and verb must agree in number.

Nouns are singular when they refer to one person, place, or thing and plural when they refer to more than one (cat—singular, cats—plural).

Most verbs ending in *s* are singular, while verbs not ending in *s* are plural. The exception to this general rule is verbs used with *I* and singular *you* (which takes the same verb form as plural *you*). Although *I* and *you* are singular, their verbs do not take an *s*: I go, you go, he goes, it goes, they go, we go.

Negative Words

Negatives: Use only one negative word to state a negative idea.

Incorrect: We don't have no bananas.

Correct: We don't have any bananas.

Correct: We have no bananas.

The words *hardly* and *scarcely* are also considered negative words and should not be used with other negatives.

Incorrect: We have hardly no bananas.

Correct: We have hardly any bananas.

Correct: We have no bananas.

Special Word Pairs

There are a number of word pairs that are often confused (effect/affect, continually/continuously). In this level of *Editor in Chief*, we focus on the following frequently confused pairs of words:

lay (to put or place) / lie (to rest or recline)

set (to put in place) / sit (to rest or perch)

leave (to go away) / let (to allow)

may (to be permitted to) / can (to be able to)

teach (to show) / learn (to find out)

lend (to let someone use) / borrow (to get from someone else)

went (past form of the verb *go*) / gone (past participle of the verb *go*; always used with a helping verb: have gone, was gone)

did (past form of the verb *do*) / done (past participle of the verb *do*; always used with a helping verb: have done, was done)

Subject

Subject: Use a noun or pronoun (not both) as subject.

Incorrect: Marnie she had a lovely coat.

Correct: Marnie had a lovely coat.

Correct: She had a lovely coat.

PUNCTUA- TION

Apostrophe

Use an apostrophe in contractions to show where letters have been left out.

could not = couldn't let us = let's it is = it's

Use an apostrophe to form the possessive.

Add 's to form the singular possessive.

dog's bone Maria's ball car's color

Add an apostrophe to form the possessive of a plural ending in -s, -es, or -ies.

cats' toys foxes' holes butterflies' flowers

Add 's to form the possessive of plural nouns that do not end in s.

women's hats sheep's wool children's toys

Usage note: Pronouns do not use an apostrophe to form the possessive. See "Personal Pronouns" on page 53.

Comma

Use a comma between words or phrases in a series

blue, red, and green up the hill, over the log, and down the hole

Usage note: At one time, including a comma before the *and* in a series was considered optional. This trend has changed. Including the comma is again the preferred pattern of punctuation.

Use a comma to separate the elements of an address (street and city, city and state).

5 Elm Street, Sample Town, New York

Use a comma after the state in a sentence when using city, state.

We are going to Sample Town, New York, to visit our grandmother.

Use a comma in dates between day and year in the format month, day, year.

January 10, 1996

April 5, 2001

Usage note: If you follow the European model, write 9 May 1999—no commas.

Use a comma after the year in a sentence when using the format month, day, year.

We have to be in Nevada on January 10, 1996, in order to visit our friends.

Use a comma after the greeting of a friendly letter.

Dear Emilio,

Usage note: Business letters use a colon after the salutation.

Use a comma after the closing of a friendly letter.

Sincerely, With best wishes, Love,

Use commas to separate nouns of address from the rest of the sentence.

Kim, I asked you to step over here.

You know, Rebecca, we could go to the store tomorrow.

Use a comma to separate introductory words from the rest of the sentence.

Yes, I have heard of that TV show.

Well, I guess that's true.

Use a comma to separate a direct quote from a phrase identifying the speaker.

Tomas said, "We had fun doing English today."

"We had fun doing English today," Tomas said.

Place commas inside ending quotation marks.

The package was marked "fragile," but the contents were quite sturdy.

"We had fun doing English today," Tomas said.

Usage note: We have noted some confusion over this particular rule, possibly because British usage differs from American usage. American style manuals, however, are all in agreement: commas and periods always go inside closing quotation marks. There is an interesting story about this punctuation style. It is said that when typesetting began in America, the lead used to make the type was not as refined as that used in England, and the printers had problems with the small commas and periods outside the quotation marks breaking off. To solve this problem, they moved the commas and periods

inside the quotation marks! In American punctuation, the periods and commas go inside the quotation marks, while the larger colons and semicolons go outside the quotation marks.

Exclamation Point

Use an exclamation mark after an exclamatory sentence.

Stop that dog! We know what to do! I love chocolate!

Place the exclamation mark inside quotation marks at the end of a quoted exclamation.

Incorrect: "Get that snake off the counter"! screamed Jamie.

Correct: "Get that snake off the counter!" screamed Jamie.

Usage note: In contrast to commas and periods (which always go inside closing quotation marks), an exclamation point only goes inside closing quotation marks when it applies to what is inside the quotation marks. If it is not part of the quoted material, it goes outside the quotation marks; for example, That box is marked "fragile"!

Period

Use a period to end a declarative sentence.

A sentence begins with a capital letter and ends with a punctuation mark.

Use a period after abbreviations and initials.

Washington, D.C. Dr. Nolan Mr. J. Pedrewski

Always place periods inside closing quotation marks.

We delivered a package marked "fragile."

See usage note under "Comma."

Question Mark

Use a question mark after a direct question (interrogative sentence).

Are we there yet? What time is it?

Place a question mark inside quotation marks after a quoted question.

"What day is soccer practice?" asked Lucia.

Usage note: Again in contrast to commas and periods (which always go inside closing quotation marks), a question mark goes inside closing quotation marks only when it applies to what is inside the quotation marks. In the following, for example, the question mark applies to the entire sentence, not the word inside the quotation marks: Is that box marked "fragile"?

Quotation Marks

Use quotation marks at the beginning and end of a direct quote.

"I need help on this English paper," said Grover.

Run-on Sentences

In this level of *Editor in Chief*, the answer key corrects run-on sentences by creating two sentences: the first ending in a period and the second beginning with a capital letter. Although in the answers we do not provide all the alternatives listed below, you may wish to correct the run-on sentences using a semicolon or conjunction.

Incorrect: One sea lion balanced a ball another sea lion waved his flipper.

Incorrect: One sea lion balanced a ball, another sea lion waved his flipper.

Correct: One sea lion balanced a ball. Another sea lion waved his flipper.

Correct: One sea lion balanced a ball; another sea lion waved his flipper.

Correct: One sea lion balanced a ball, and another sea lion waved his flipper.

Sentence Fragments

In this level of *Editor in Chief*, the answer key corrects sentence fragments by joining the sentence fragment to a complete sentence.

Incorrect: The bird was sitting on the roof. Sunning himself.

Correct: The bird was sitting on the roof sunning himself.

Note that a sentence fragment may also be corrected by rewriting the sentence in other ways, as shown below. We leave this to your discretion.

Possible: Sunning himself, the bird sat on the roof.

SPELLING

Homonyms

In this level of *Editor in Chief*, we focus on the following homonyms:

are/our	to/too
bear/bare	their/they're/there
buy/by	where/were
its/it's	your/you're
soar/sore	

Plurals

Some words have the same form for the singular and plural.

sheep	deer
-------	------

Some words change form for the singular and plural.

foot/feet	woman/women
-----------	-------------

Some words form the plural by adding -es.

volcano/volcanoes

Possessives

See "Apostrophe" on page 57.

Special Usage Problems

could of/could have: *could of* should not be used for *could have*; *of* should not be used for *have*

a lot: *a lot* is always two words



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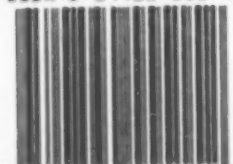
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